DOCUMENT RESUME

ED 107 346 PS 007 833

TITLE	Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971).
INSTITUTION	Council of Europe, Strasbourg (France). Committee for General and Technical Education.
PUB DATE	28 Feb 72
NOTE	80p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Child Development; Childhood Needs; *Early Childhood Education; Educational Methods; *Educational Needs; Educational Theories; Family Role; *Foreign Countries; Government Role; Parent School Relationship; Personality Development; *Preschool Children; Preschool Teachers; *Symposia
IDENTIFIERS	*Council of Europe; Developmental Continuity

ABSTRACT

This report provides a summary of the proceedings and recommendations of the Council of Europe symposium on preschool education held in Venice, Italy in 1971. The report is divided into three major areas: (1) historical background information; (2) summaries of general lectures, especially dealing with the functions, aims, methods, and problems of preschool education and relations between home and school; and (3) recommendations, which developed from group discussion sessions, primarily dealing with the need for preschool education, family-school relations, teachers, continuity with primary schools, and family assistance. Appendixes comprise one-half of the document and contain the full texts of the lectures and reports from which the summaries were written. (ED)

Moskovitz

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Strasbourg, 28 February 1972 CCC/EGT (71) 46

ED107346

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COMMITTEE FOR GENERAL AND TECHNICAL EDUCATION

Symposium on

PRE-SCHOOL EDUCATION - AIMS, METHODS AND PROBLEMS

Venice (Italy) 11 - 16 October 1971

REPORT

PS 007838

BEST COPY AVAILABLE

24.956
04.2

10002

CONTENTS

		Page
I.	PART 1	
	A. Historical background	1
	B. Sixth Conference of European Ministers	2
	C. Meetings organised by the Council of Europe	4
	D. Venice meeting	4
II.	PART 2	
	A. General lectures (summaries)	5
	1. Introductory report	5
	2. Lecture by Mr. Agazzi	6
	3. Lecture by Miss Waddington	9
	4. Lecture by Mr. Laeng	13
	B. Group work	14
III.	PART 3	
	A. Consolidated report	18
	B. Recommendation	25
IV.	APPENDICES	
	A. Detailed programme of the Symposium	35
	B. Text of the introductory report	38
	C. English-speaking group report	51
	D. Bilingual group report	58
	E. French-speaking group report	65
	F. List of participants	73

I. PART 1

A. Historical background

Dates and facts alone tell of the upsurge of interest in pre-school education throughout the world.

As early as 1923 we find the Geneva Declaration stating in its Article 1 that the child must be enabled to develop normally in mind and body.

But it will be noted that in both the 1923 and the 1948 Declarations the terms are fairly loose; people were still content with general statements. Not until the 1950 United Nations text and, in particular, the 1959 Declaration of the Rights of the Child do we find clear and explicit international affirmation of the need for education starting at birth:

"Principle 6

The child for the full and harmonious development of his personality needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right."

In 1961 the International Bureau of Education in Geneva devoted one of its sessions to pre-school education; and it is in its Recommendation No. 53 that we find the most forceful expression of the entire range of problems connected with pre-school education.

We are not therefore dealing with a passing fashion or an interest kindled by some momentary flash of feeling. Interest in everything connected with pre-school education goes deep and the needs being voiced at the present time are very real ones.

B. Sixth Conference of European Ministers

It is in this context that we have to situate the statement by the French Minister of Education, Mr. Edgar Faure, at the Sixth Conference of European Ministers of Education held in 1969 on the theme: "The nursery school and primary school in relation to the demands of educational opportunity for all" and the recommendations which emerged from it.

Without reproducing the French Minister's speech in full, it is necessary to recall the most important passages for an understanding of the importance of the general recommendations that follow:

"The subject assigned to the French delegation, 'The nursery school and primary school in relation to the demands of educational opportunity for all', turns out, somewhat paradoxically, to be more closely linked than the previous one with the theme of democratisation, particularly if this concept is taken in the sense usually given to it at the level of higher education. In a society which calls itself a democracy, it is really scandalous that, in admission to higher education, the various social categories should be so unequally represented, that the fact of coming from an under-privileged social class should constitute a serious handicap in the quest for knowledge and qualifications. Yet all the surveys show that this handicap appears very early, right from the primary school. If, then, we wish to see more workers' and small peasants' children entering higher education and the universities, it is no good coming in at the level of secondary education, for by then it is already too late; action must be taken at the level of the nursery and primary school. It is by intervening at this level that we can create the conditions necessary to compensate for inequalities resulting from the social background. And I say not just at primary school level, but in the nursery school.

The role of the nursery school is most important, it provides an essentially formative education and so avoids the faults which we have observed at other levels of schooling; a tendency to exaggerate the importance of memory and competition. The theory of impressionable periods, well developed at the moment, shows that children must receive their earliest formation and their first stimuli at a very early age. The disadvantage of a child's being two or three years late in learning very simple operations of reading and arithmetic is not only that he loses two years, which would be of secondary significance; the real disadvantage is that if he learns late he learns less well. That is especially important, and I have personal experience of it in rural areas. For children living in the country have few ways of developing their minds; their parents go to bed early, they have little time for conversation and if they do talk to their children they cannot teach them much. These children must therefore be absorbed as early as possible into the educational process. From the very beginning, surroundings must be created for the child which give him opportunities to argue, to express himself, to try his hand, an environment which sharpens his curiosity and his wish to do things for himself and make up his own mind and which accustoms him to live in a group and participate in communal activities. It is in this way that social inequalities can be attenuated from the outset and individual abilities better developed."

Whence that part of the recommendations relating to pre-school education:

"The European Ministers of Education, at their Sixth Conference,

RECOMMEND that governments:

(a) continue as fully as possible with the establishment of nursery schools, particularly in rural areas;

(b) accepting permanent education as an objective to be attained, should conceive the training and further training of nursery and primary school teachers in that light;

(c) bring the concepts of primary school teaching into line with those which have proved successful in nursery schools, notably by:

. centering education on the child, who should be guided in his development rather than brought to an arbitrarily defined standard of attainment;

. associating children with their own education;

. paying, in consequence, much more regard to what a child is than to what it is wished he should become;

. developing in him curiosity, a creative urge and independence;

. establishing contact and consultation amongst all those responsible for education;

. establishing contact between the school and the family, having regard to the social and cultural influences exerted on the latter;"

C. Meetings organised by the Council of Europe

It was then that the Council of Europe, in pursuance of the recommendations made by the Ministers, wishing to implement the resolution in which they invited governments, "to pool all relevant information or experiments and innovations in nursery and primary education in their countries", organised an initial meeting of experts in Strasbourg on 8 and 9 December 1970. The objectives of that initial meeting were clearly laid down:

(1) to identify the main issues and problems in pre-school and primary education;

(2) to propose a course of action in both sectors which would be undertaken by the CCC;

(3) to advise the Italian authorities on the programme for the Symposium on pre-school education, which would be held in Venice in 1971.

A second working meeting was held in Strasbourg in February 1971 together with the Organising Committee of the Venice meeting and the final programme was then accepted.

D. Venice meeting

The meeting was held in Venice from 11 to 16 October 1971. The participants, who had come from seventeen different countries, and a number of observers met in the Residenza Ludovico Manin. A detailed programme of the meeting is appended, together with a list of participants. Activities were of various kinds:

1. Lectures provided participants with information and enabled them to situate problems in the working framework provided by the introductory report (1).

- Introductory report by G. Mialaret;
- Pre-school education - aims, methods and problems by Mr. A. Agazzi;
- Methods used in early childhood education by Miss M. Waddington;
- Home-school relations by Mr. Laeng.

2. Work in groups enabled participants to discuss problems of pre-school education. In order to facilitate work in groups, a "guide" was drawn up but it was in no way binding. According to their choice, the participants broke up into three groups - English-speaking, bilingual and French-speaking.

3. Films on pre-school education in some of the States represented at the Symposium were shown.

4. A pedagogical tour of the Brescia region gave participants an opportunity to admire the pioneering achievements of the Opere Agazzi and some nursery schools.

5. At the final meeting, the General Rapporteur presented a consolidated report on the proceedings and had the recommendations carried.

II. PART 2

A. Lectures

1. Introductory report (summary) (for full text, see Appendix B).

In the first part of his paper the Rapporteur showed that pre-school education is a universal need.

He then gave some information on the present situation in Europe in the matter of pre-school education in an attempt to reply to the question: "Is pre-school education in Europe sufficiently highly developed?"

./.

(1) See summary of lectures in Part 2.

Considering that it was important to know whether everyone attached the same meaning to the expression "pre-school education", the Rapporteur went on to examine rapidly its main functions:

- compensatory and therapeutic functions;
- educational functions;
- screening functions.

In conclusion, the Rapporteur showed that pre-school education had unity, originality and specific functions.

2. Lecture by Mr. A. Agazzi: Pre-school education, aims, methods and problems

The aims of pre-school education

1. The aim of education is by self-educational methods and processes to develop the personality both as a separate entity with its own unique characteristics and as an individual with an active part to play in society and in the historic evolution of culture and civilisation.

2. The personality is equipped with active development and learning processes (the two being interdependent); it requires education, that is, an education whose teaching and learning processes are identical with its own natural development and learning processes.

3. Alongside these preliminary fundamental considerations we must set other general ones that must never be overlooked. Above all we must stress the fact that personality as it develops passes through distinct phases but these are always such as to present at any age a whole personality and never one that is restricted to certain limited functions and activities: whether we are concerned with the baby, the child or the adolescent, we are always educating the man (man in babyhood, man in childhood, man in adolescence) and in any case we are educating the man of the present, with the consequences that entails for the man at his subsequent ages.

4. Personality is in fact a unity of different functions and a totality of functions at each moment of its synchronic activity; in its diachronic activity it is a continuity which preserves and shapes itself as it were according to the successive, concrete experiences of its history. It also keeps its identity, despite the vicissitudes of its unfolding, evolution and experience. Thus we can see that education is a constant process, always open-ended, alive and problematical, that is to say it is by its very nature permanent.

5. Childhood, which for centuries was looked upon as an unimportant age, insignificant because it was the age of unawareness and imperfection, has now emerged as the most influential age because its patterns are the very root and foundation of the personality and remain an active influence throughout life. The more significant they are the more they are observed to be bound up with the unconscious which operates actively without any possibility of critical intervention, judgment or appreciation.

6. Personality is not simply an inherited breeding-ground of innate qualities (nature) but also a heritage of actions to be learned and attitudes acquired through concrete cultural and environmental experience (education): personality is not simply a "given" fact of nature or a "result" of education - it is a combination and "product" of both. There was a very long period during which it was thought that everything in the individual's heritage was predetermined and that all that needed to be done was to develop personality or let it develop. Nowadays the tendency is to lay the main and sometimes the sole stress on the influence and conditioning powers of environment, particularly of socio-cultural environment.

An adjustment needs to be made: the genetic limits of personality must be seen in terms of their two sources, i.e. the one which is the individuality of the unrepeatable person who is the active liver and shaper of his own life, and socio-cultural experience: and the other which is the environment that has to be faced in a spirit of independence and initiative and with an attitude at once critical and creative.

7. In early childhood, after a period of initiation to life and to family experience (bearing in mind that we are talking about present-day families), children aged between 3 and 6 years - precisely the pre-school, nursery-school or kindergarten age - are living a dual experience - with the family on the one hand and the nursery-school on the other. The personality is thus subject to two sorts of socio-cultural experience which should be co-ordinated and harmoniously complementary. It is in this sense that we should understand the statement that the nursery school educates the child by rounding off the action of the family.

8. The aims of pre-school education are the same as those of education in general at any age (methodical shaping of the individual according to his characteristics and aptitudes.

We may consider these aims from three points of view - self-development, socialisation and culturalisation.

These pose a set of problems which the science of education elaborates on the basis of biology, psychology, sociology, anthropology and history as a process of civilisation, a tradition and a trend.

9. Certain authors speak of two forms of education: true education, true because it is self-education, that is to say an active process entered into by the subject himself, still known as functional education, and intentional education. Functional education is the education of oneself; it is based on the individual's development, his actions of learning and the process by which he matures. These actions are performed by everyone without the need of teachers, stemming as they do from the individual's own mental and spiritual functions.

Intentional education is carried out by the teacher or by society with precise aims in view - it is particularly necessary to socialisation and civilisation.

But it should be stressed that intentional education should be carried out by means of the same processes as functional education and should take over those processes, that is to say it should encourage and, in the first place, respect them.

10. Pre-school education should help the child throughout to acquire the patterns of behaviour born of community life, direct, satisfying, reassuring experience, calls to action and tests of self-reliance. In childhood "school" is not an institution dispensing education, it is life. Anyone who knows children realises that they need relations with things and affective security for their emotional balance far more than abstract concepts; they need a satisfying life in common with other children and not merely relations of dependence (as they have with their parents), but life amongst equals.

Pre-school education should not be education of the intentional scholastic sort; it should not be dominated by intellectualism.

A person who has not lived his childhood as a child will show personality gaps and deviations at subsequent ages and throughout life.

11. Nowadays children live in families which, having regard to the child's needs, are deficient: they live in a society that is bewildering with its swift transformations, its automation and its numerous languages and messages.

Pre-school education is therefore indispensable but it should:

(a) give the child the space which nowadays his home generally lacks;

(b) give him the love which he may not find at home;

(c) enable him to gain vital experience in developing the relations with children of his own age which isolated family life and neighbourless environments have denied him;

(d) interpret and "filter" mass-media messages from television to strip cartoons.

Nursery schools should seriously ask themselves how far they can palliate the effects of the onslaught of his environment on the child, stimulating, soliciting and conditioning his mind, in order to "accustom him" to the outside world and "make him conform" to it, and whether it should not, rather on the contrary, give attention to safeguarding the child's development, his mental health and the authenticity of the foundations of his personality. It might thus protect and preserve the child for, we are bound to say once again, only those individuals who have had a childhood of the sort we have sketched above, can develop a profound and strong personality in adulthood.

3. Lecture by Miss Waddington: Methods used in early childhood education

Each country in the EEC has contributed at least one famous figure who has furthered contemporary theory in the field of pre-school education. Between our institutions with national identity and the world-wide movement for early childhood education, is there such an entity as a European Nursery School?

The first principle of our "method" is that we do not interfere and constrict our children's growth by imposing adult standards and "improving" their work. A few important principles to be considered are: idealism. "What a good and wise parent wishes for his own children, the community should want for all its children."

We have to have faith.

We approach our task with a poetic as well as a scientific spirit, and stress, through experiment and experience, learning to learn.

Learning is centrifugal coming from the child and spreading outward; it is not centripetal, coming from outside, making the centre smaller and under intense pressure.

We evaluate the complicated many-sided growth of children's potential.

We hold fast to our hope in the progress of man and give ourselves freely.

We aim to organise whatever physical provision we have for space, peace and beauty.

"A map that does not contain Utopia is not worth even a glance."

The dignity of man. We try to enhance the dignity of man by:

Ensuring self-respect. A small child needs to differentiate himself as a human being. Not only must he be loved, but may have to be helped to be lovable. He needs permanent and unshakable adult courtesy;

Giving a child as much choice as possible and humanising everything that we do. We can train a child to acquire skills, but only a humanistic approach will teach their use;

Ensuring the provision of privacy. A child is a member of a family and of a class group, but he also has the right to be himself by himself. We organise the room so that he can be alone should he so wish.

We also have to consider the dignity of man in relation to the position of the teacher.

Language is the greatest dignity of man although language is not at the pre-school age, always verbal.

We show our respect for children by all our actions, as well as word of mouth and try never to stress our superiority and their insufficiency.

Practical application of our knowledge of child development

The balance of bodily, intellectual, social and emotional aspects of growth and education with special reference to human relationships and language.

Making sure that every day the children's contact with their own culture is deepening.

To link fast intellectual and social growth we need imagination, both the children's and ours. Einstein said, "Imagination is more important than knowledge".

Intellects cannot be developed in a vacuum. In a rich learning situation we do not need to be obsessed by props and rituals.

Do we give the children themselves as much of the initiative as is possible? As Bronfenbrenner put it, "Motivation is reinforced better if activity comes from natural curiosity, manipulative and exploratory drives for the intrinsic fun of the play itself".

The teacher's role is central to the success of the programme. She is responsible for the choice of material, the setting out of the room and ensures maximum learning; she is central in forming the social atmosphere while she stimulates, encourages and gives supporting care. How does she evaluate her work at the end of the day?

What is the image of the future?

Children of nursery school age are about one-and-a-half years ahead on development compared with equivalent children fifty years ago. They are larger and more mature socially and intellectually. In what ways do we adapt our programme to their increased sophistication?

If we accept Benjamin Bloom's figures, about 17% of intellectual growth should take place between the ages of four and six. This does not mean that we should employ structured material in our programme, but that we should provide opportunity for experiment and discovery to a very high level to satisfy the intellectual curiosity of advanced children. To quote, "The evidence so far available suggests that extreme environments may be described as 'abundant' or 'deprived' for the development of intelligence in terms of the opportunities for learning verbal language behaviour, opportunities for direct as well as vicarious experience with a complex world, encouragement of problem-solving and independent thinking and the type of expectations and motivations for intellectual growth".

The theory of the critical period. It is clear that critical periods exist for stimuli from the environment. Failure to master a stage will affect the next leading to later difficulties or failure to adjust fully as a person or as a member of society.

Knowledge is now too vast for any one person to know, so teachers are no longer merely purveyors of knowledge or sole source of information. The only subject on which we, as teachers, can now claim to be authorities is the means of finding out. If we leave the child as "spectator, hearer and listener", he files away in his head the information received, but this is exactly what is so easily done by the machine.

The old type of education was two-dimensional, but the new is much more a three-dimensional world of involvement.

Bruner suggested that learning was spiral, but more recently we have learned by experience that learning starts with the here-and-now, whatever that may be, and moves forward, motivated by interest, in the direction of the child's choice, at the fastest pace that he can achieve. We do not develop new structures of thought as we grow older, but become better at extending, linking and categorising ideas.

Perhaps the future lies in children's centres rather than in schools.

None of the contemporary ideas is centred on facts, although facts are important. All are centred on attitudes and human relationships which are at the heart of the subject of "method" in the pre-school.

May I close by quoting Sir George Pickering's suggestions for the aims of education?

> "To preserve and enhance the potential of the human child; to increase its range of awareness; to preserve and enhance its curiosity; to increase the precision of its thought; and above all to give it the freedom to develop."

Some possible points for discussion:

Vertical grouping,
The lay-out of the room,
Programme for the day,
Noise and tranquility.

4. Lecture by Mr. M. Laeng: Relations between home and school

(1) The vicarious character of the nursery school, often looked upon as taking the place of or supplementing the family, has gradually become obsolete in many countries, where nursery schools have become a distinct stage of education with a specific physiognomy. This shows what wide acceptance there is of the idea of introducing between the first stage of maternal care of the child and the later stage of school proper that of pre-school education, or the nursery school. An educational establishment of this kind has a twofold role to play - partaking at once of the family and of the school.

(2) We may note in passing that the right of families to play a part in the management and running of nursery schools is founded on this consideration. The nursery school is subject at once to family law and to the laws and regulations of the community as a whole. Children no more belong to the family than they do to the State - one might rather say that they belong to humanity, to history and its evolution and, theologically speaking, to the eternal destiny of man. From the nursery school onwards, the school is an instrument of socialisation and of the development of the personality of the individual.

(3) There is no necessity, therefore, to demonstrate the need to create relations between the home and the nursery school - we should rather take them for granted, right from the start. All we need to do is to discuss their nature and importance.

Children starting at nursery school may have known other children outside their family but nursery school generally provides them with the first opportunity to make more lasting relationships. The sphere of social experience is widened very significantly. Hence the possibility that must be recognised of opposition between the limited, protected and confined sphere of exclusive affections and the wider sphere in which the individual is exposed to the unknown factors of competition with "others". When a child is rejected or hurt by other children or adults it will look to its mother for help or seek refuge in the security of the emotional stronghold of home and family. The opposite is a more difficult process but not an impossible one. Tragedy and despair occur where there is no refuge.

Between family and school there is a reciprocal complementary relationship depending on the deficiencies of each; the family is insufficient for the intellectual and social development of the child; school is insufficient from the affective and perhaps the ethical point of view; frequently these deficiencies are intermingled. Close co-operation can serve as a guarantee of balance and, sometimes, mutual adjustment.

As an initial approximation we may say that whereas school broadens the child's experience the family deepens it - but the distinction is a rather theoretical one and does not always apply.

(4) At present the possibility of a common line of conduct on the part of the family and of the school rests not only on natural factors but also on cultural ones; that is to say the family is not given over solely to the maternal intuition described by Gertrude de Pestalozzi but also to a primary culture that is far more highly developed than formerly. It is a fact that the majority of mothers nowadays have had seven or eight years' schooling; it should be turned to good purpose. The foundations of our future families should be laid not on recipes for infant care or any other traditional recipes but rather on a new sense of psychological, social and civic responsibility. True, a child at primary school can only be made to think about his experience of family and social relations at a very simple level, but it is possible to develop such thinking in the post-primary school where the child's awareness is specially highly developed in this respect.

The constant renewal of generations requires each new stage in development to give special attention to the preceding and subsequent stages. The future of the children of the 21st century lies in the hands of their parents - the children of today.

(5) We must therefore develop all forms of interdependence, co-management, co-responsibility and continuous, reciprocal influence between the school and the home by arranging for a two-way exchange of essential experience. We must look ahead and prepare the generations who will have to reorganise the society of the children of tomorrow.

B. Group work

The following general outline was proposed:

Institutional and curricular autonomy of pre-school education

1. Institutional autonomy

1.1 Vis-à-vis whom and what?

1.2 If attachment to an authority is necessary, to which?

1.3 Institutional autonomy and links with the primary school

2. Curricular autonomy

2.1 Characteristic features of pre-school education

2.2 Tie-up with previous and subsequent education

Formation of the child's character

1. Significant factors

1.1 Heredity

1.2 Environment

1.3 The child's personal experience

2. Main stages in the development of the child of pre-school age

3. Modes of influence of education and the family at this level

3.1 Training of parents

3.2 Informing and training of those with responsibility for the environment: architects, town-planners, etc.

Education and assistance as part of a social security system

1. Social security's range of action

2. Education's contribution to social security (informing parents, help for mothers regarding health, nutrition, etc.)

3. Social security's contribution to child welfare: food, clothing, etc.

Specific methods for an education relationship with children

1. Importance of affective communication

2. Development of affective communication with age

3. Creation of situations giving the child a sense of security

4. Importance of expression in communication

5. Importance of play in the educational relationship

6. Outlines of teaching methods and techniques at the pre-school age.

Encouragement for children's activities

1. Importance of spontaneous activity for the child's development

2. Activity and creation. Development of creativeness

3. Activity and integration in the environment. Development of the child's sense of responsibility for his actions

4. Activities and social integration

Preparation for attending at primary school

1. Psychological and social preparation: bringing the child out

2. Preparation as regards physical resistance: early morning start at school, lack of afternoon rest, etc.

3. Preparation of parents for the idea of less flexible timetables, compulsory school attendance

4. Preparation of primary school teachers to receive children from a pre-school establishment

Relations between school and family - running of the nursery school

1. Fundamental role of the teacher in establishing relations with the family

2. Problems (considered positively and negatively) arising out of parents' presence in classrooms

3. Preparing parents for the child's entry into nursery school

4. Participation of parents in a school management committee

5. Arrangements for training parents within the kindergarten or nursery school

School as a factor for integrating the training given by the family

1. General attainments acquired by the child within the family

2. How the school can and must use these attainments as a basis for further progress

3. Co-ordinating the attainments acquired within the family

4. Activities whereby children's knowledge is reshaped

<u>The direct and indirect educational impact of school on the parents</u>

1. Direct impact: direct means of influencing the parents

   1.1 Interviews with teachers

   1.2 Discussion groups

   1.3 Film shows

   1.4 Reports on specific cases

2. Indirect impact:

   2.1 Personal contacts between the teacher and the family

   2.2 Organisation and running of the school as a blue-print for a family concern

   2.3 General impact of the school on the surroundings

The participants formed three working parties:

- An English-speaking group under the chairmanship of Miss E. McDougall (United Kingdom), the Rapporteur being Miss C.L. Boyle (United Kingdom);

- A bilingual group under the chairmanship of Mr. G.K. Lub (Netherlands), the Rapporteurs being Miss Abadie (France) and Mr. T. O'Gilin (Ireland);

- A French-speaking group under the chairmanship of Mrs. Delaunay (France), the Rapporteur being Miss Jaumain (Belgium).

The reports of the working parties are given in Appendices C, D and E.

III. PART 3

Consolidated report

FOREWORD

The similarity of the points of view expressed in the three working parties is striking and significant. In this discussion among people coming from different countries, varying in language, culture and level of development of pre-school education, the major common themes that emerged showed, as I said earlier in my introductory statement that we are concerned with a general and profound need which, regardless of frontiers and ideologies, is capable of bringing together not only men and women of goodwill but also researchers and scientists who can assert, with scientific arguments to back them up that, in the words of the poet "the child is father of the man", and that we have to begin by educating the child if we are to lay solid foundations for a new humanity.

The awareness of the need for and importance of pre-school education which can be observed at every large international conference nowadays - as was not the case only ten years ago - proves how fast ideas travel in the present world, although in our dedication, enthusiasm and involvement as teachers we may feel that action does not follow fast enough upon our generous hopes and aspirations as educators.

I. DEFINITION

The participants agreed that pre-school education included the period of life from birth to the start of compulsory schooling.

During that period pre-school education could, depending on age, be provided either by the family or by a "crèche", kindergarten or nursery school.

II. THE OBJECTIVES OF PRE-SCHOOL EDUCATION

There is no need to repeat what was said by Professor Agazzi and myself at the opening of the Symposium.

There was unanimous agreement on the following:

1. The need to give pre-school education proper recognition and to insist on the fact that it really is education and not simply a child-minding arrangement.

2. Pre-school education is a specific stage of education which should not be looked upon as an extension downwards of the elementary school: whatever relations may be established between these two important stages in child education, the specific character of the methods, teaching techniques and content of pre-school education was unanimously confirmed.

3. The fact that it is a form of total education embracing every aspect of the child's personality - motor functions, affective life, intellectual life, social and moral life.

4. The fact that life itself at this level is an educational process and that the educator must know how to make use of every opportunity to promote continuous education having its root in the child's concrete experience.

5. The fact also that individual life can only unfold in a community and that the coupled relationships "adult-child", "adult-children", "child-child", "child-children", "children-children" are realities which have to be taken into account in every educational situation. The individual and social components of education must interlock harmoniously to produce a person who is at once an individual and a member of a group so that man can at last find happiness in a balance between the joys of personal life, of contacts with others and of participation in group life.

METHODS AND TECHNIQUES OF PRE-SCHOOL EDUCATION

The question of the methods of pre-school education was the subject of Miss Waddington's lecture but the working parties returned to some of the information it contained, discussing it in greater detail and amplifying it. Two principal lines of thought emerged from an analysis of the reports - the study of the psychological data on which methods are founded and the general characteristics of the said methods.

A. RECAPITULATION OF PSYCHOLOGICAL DATA

1. Bio-psychological development is a complex matter and the collaboration of various specialists is needed for a knowledge of every aspect of it and of the manifold interactions involved.

2. The child's development cannot be harmonious if any one of its aspects is overlooked or underrated. Intellectual development, for example, cannot normally follow its course unless accompanied by parallel affective development and a balance between motor, intellectual, affective and social development is always a favourable sign.

3. Education is a process which by definition requires lines of communication between the educator and the person being educated. Among these lines of communication attention has often been given too exclusively to language, however important that means of communication may be and indeed is.

Emphasis was also placed on the need to use and develop varied forms of expression, both in the educator and in the child so that messages are correctly received - gesture, rhythmics, music, drawing, modelling. The groups also emphasised the primary importance of affective communication. They asserted that that mode of communication was especially necessary where children came from under-privileged environments and did not have sufficient verbal language at their disposal.

4. The role of play and the distinction that should or should not be drawn between play and work was also discussed. Whereas all participants were in strong agreement on the importance of play in the educational process, some preferred to consider work as well as being one of the means of introducing children to the technological aspects of contemporary civilisation. Here it is preferable to speak of child activities that are spontaneous, induced or commanded and to recognise that for the child as for the adult the dividing lines between them are only subjective and sometimes difficult to establish.

5. On the other hand in all groups emphasis was placed on the need to develop in children every form of creativity and on the educational opportunities offered to teachers who knew how to make use of the child's creative resources. It is in the course of such activities that the child frees, expresses and fulfils himself in all the authenticity of his budding personality.

B. GENERAL CONSIDERATIONS ON METHODS OF PRE-SCHOOL EDUCATION. WITHOUT GOING IN DETAIL INTO PRACTICAL OR SPECIFIC CONSIDERATIONS, GROUPS AGREED ON THE FOLLOWING GENERAL IDEAS:

1. It is vital that the methods used should facilitate the creation of situations engendering the psychological security essential to a child's normal development.

2. The methods employed should provide children with numerous opportunities for relationships with the adult and with other children.

3. The teacher always takes the child, his experience and what he brings to school as her starting point.

4. The methods used should broaden the child's mind thanks to the concrete discoveries he makes to discussion and to the joint solving of concrete problems.

5. The environment should give the child constant opportunities for fresh personal experience.

6. The teacher should discourage any spirit of competition between the children and lay stress on the value of personal and original expression.

7. The importance of the child's health should be recognised and opportunities should be provided for movement and physical exercise.

8. Lastly, the groups agreed that moments of stimulation and moments of quiet were equally important and that happiness was one of the conditions of learning. The teacher should know how to respect the needs of the child, sometimes leaving him alone and at other times helping him to join in a group activity.

9. In any case children must be left considerable room for initiative and must be taught how to make normal use of their freedom whose only limits at this stage are those imposed by the freedom of other children and adults.

RELATIONS WITH FAMILIES

Professor Laeng's third lecture introduced the question of home-school relations. This topic was widely discussed by the groups as can be seen from the number of recommendations relating to it. Here we should point out three main lines of thought which, though they may not appear in the recommendations, are nonetheless very important.

A. Relations between the school and the home were one of the central topics of discussion. Having asserted the need for close co-operation, the groups did not say in detail what arrangements should be made for it nor what hierarchy among the types of relationship might be proposed. Among the problems mentioned were those connected with the preparation of parents for the commencement of their children's schooling, reception problems and questions related to what is known as the "open school". In practically every country "experiments" are being conducted but the results are essentially bound up with local conditions, the personality of individual teachers and the habits already established by parents and teachers.

It was in this connection that questions concerning the participation of parents in school management were introduced into the discussion. Whereas in that field too the general principle was accepted, certain misgivings were expressed and it was said that wherever co-management was to be introduced it was necessary to define the respective powers, rights and duties in detail.

B. The groups also emphasised the effective role that could and should be played by the teacher and by pre-school educators in the education of parents. The activity of teachers takes many and varied forms embracing not only educational problems but questions of food, hygiene, psychological and social life. A large number of means of educating parents were referred to: individual talks, group discussion (whence Recommendation C2), film shows, case studies ... It was also felt that, while the teacher should not become a sort of social worker, he should be able to help the family to achieve better living conditions so that the conditions of the child's psychological development might be improved (see Recommendation C2).

C. The third aspect we should like to refer to, which was not embodied in any recommendation, brings us back to certain important educational aspects. School should be to some extent a continuation of the educational action of the family but at the same time should differ from it. We must go into this point in further detail.

There is an essential difference between the acquired knowledge of a young animal - which may be very considerable - and the education of a young child. In the first instance, we have knowledge acquired thanks to circumstances and situations, by a process of accumulation, whose fundamental principle follows the elementary logic of juxtaposition and

succession. Whereas the same is true of very small children, their education will play a decisive part in turning such initially chaotic knowledge to account and in building up the fundamental human mental structures, i.e. the frameworks of space, time and number, without which thought cannot develop freely.

None of this will take place in the form of lessons or even of organised exercises. On the basis of the experience already acquired by the child and in relation to his spontaneous activities or social situation, he must be helped to connect events that are further and further removed in space and time. The first organisation of experience into like and unlike will incite the child to make comparisons and analogies and emphasise differences. With the patient and enlightened help of a guide who offers assistance but never imposes it, making suggestions but never demonstrating, the child will take his first steps along the road of analysis integrating all previous experience, weaving and becoming aware of a network of innumerable relations that give him an increasingly clear perception of the surrounding world.

All this activity will go hand in hand with an increasingly precise and expressive use of language. Whereas to start with the child speaks and acts together and finds any distinction between the act and its oral expression difficult if not impossible, language gradually serves to suggest events and far removed experiences while continuing to function as a means of communication with other people and as a link with action; it thus becomes an essential component of thought without which man cannot rise above the animals. Let it be said also that such a process will help the teacher to encourage children to compare their personal experience and to make the encounters which are vital to a small child if it is to emerge from his egocentric kind of existence and extend its own experience while benefiting from that of others. The comparison of experience will be one of the most valuable ways of introducing into the child's mind the social co-ordinates without which the individual remains a captive of his own particular situation. It is not the object at this stage, as was pointed out previously, to set individual education against social education, but through intelligent use of the child's experience at home to build up a personality that is balanced from every point of view.

It is clear, and the fact must be stressed, that there is no question at this stage of laying down curricula or giving lessons of a certain kind at a given moment in the life of the child. The point is rather to find out how to make best use of the opportunities provided by the child's

activity in order to help him to organise more and more systematically what will serve as the foundation of his subsequent knowledge. It is therefore vital, and here we return to one of the points made earlier, that the teacher should be familiar with the home environment so that her delicate and discreet action in regard to the child may be as effective as possible, for this is what lies at the heart of all pre-school education.

EDUCATORS

The foregoing considerations lead us directly to the question of teachers and their training. There was unanimous agreement, of course, on the need to have staff of the very highest quality as regards both personality and professional qualifications. The further the teacher's work moves away from rigid prescribed forms the more competent he must be. The more freedom he has to organise his own work, the more highly-developed his professional conscience should be. In contrast to what has frequently been thought in administrative, if not educational, circles, the teacher's competence should not be in direct ratio to the child's age so that small children are given teachers who have received a makeshift training while cultivated adolescents are taught by highly-trained specialists. The fields of specialisation of pre-school teachers and secondary school teachers are very different but the depth of their knowledge in their own field should be the same. This is to be the subject of one of the recommendations.

The question of teachers and teacher-training was also studied in regard to the vital links to be established between pre-school education and the primary school and several recommendations deal with that subject.

CONCLUSION

No evolution, whether educational, psychological or social, ever proceeds in a straight line. After the early stages which were sometimes difficult, when the pioneers were either ignored or scoffed at, following spectacular developments punctuated by sudden halts or reversals or by a sudden leap forward, pre-school education has gradually become accepted by everyone - teachers, parents, citizens, administrators, and politicians alike. This Symposium organised by the Council of Europe marks an important stage in the development of pre-school education and holds the promise of new developments. How pleasant it is to see that at a time when technology is evolving in leaps and bounds and new developments are not always turned to account for the

greater good of humanity we have all been able to give our attention to the problems of pre-school education and in an atmosphere of remarkable educational fraternity with the same profound belief in the child's potential as well as the same conviction that our work is not in vain but that it holds every promise for the future. We shall separate in the knowledge that we have laid another stone in the edifice of human progress.

RECOMMENDATIONS

A. Need for pre-school education

B. Family-school relations

C. The teachers

D. Liaison with the primary school

E. Family assistance

F. Recommendations to the Council of Europe

Recommendation A1

Whereas:

1. Pre-school establishments do not exist solely for the purpose of looking after the children of working mothers, but should also provide the best possible conditions for the child's full physical, emotional, moral, social and intellectual development;

2. New emotional, intellectual and social needs arise around the age of three (depending on the child) which the family alone is scarcely able to satisfy;

3. The general development of the child depends on the number and nature of the stimuli he receives;

It is recommended:

1. that governments realise the importance of pre-school education, both for the individual development of each child and for the general good of society; that all children, irrespective of social class, should by the age of three at latest be given the opportunity to attend a pre-school education establishment and that such establishments should therefore be set up and developed;

2. that the number of children per teacher at pre-primary level should be lower than the number of pupils in a primary school class and should be proportionately smaller as the

./.

children are younger, and never exceed twenty-five (based on Article 16 of Recommendation 53 of the International Conference on Public Education, Geneva, 1961).

Recommendation A2

In view of the need to develop pre-school education, and considering that the child's development, however varied in its aspects and factors, is a single process and must be treated as such;

- in order to avoid administrative confusion, overlapping, incoherency in the application of regulations and conflicts between various authorities;

- in order to provide more children living in the same country with similar conditions of development;

It is recommended:

1. that wherever local conditions allow, pre-school education be made subject to the authority of a single government department combining all teaching, administrative and social services;

2. that this department be the Ministry of Education;

3. that if all services cannot be combined in a single department, a co-ordinating service be set up to ensure that the administrative and pedagogical measures taken with regard to pre-school education are consistent;

4. that where there are pre-school establishments other than those organised by the State,(whether completely private or supervised and subsidised by the State), legislative measures be taken to ensure that the conditions of accommodation and staff recruitment are such that the children attending them suffer no disadvantage by comparison with other children, and that the education they receive is of a sufficiently high standard;

5. that the curricular autonomy of pre-school education be recognised without its being allowed to become something separate from all other forms of education and that its autonomy be recognised by the creation of a special body of women inspectors of pre-school education;

6. That the liaison between pre-school and primary education be the more closely maintained, the greater the autonomy granted to the former (see Recommendation D1).

./.

Recommendation A3

Having regard:

1. to the importance of a rich, beautiful, varied and stimulating environment;

2. to the importance of adequate space;

3. to the need to compensate for the inadequacy of the family flat, the street or the neighbourhood in order to allow the child's personality to develop to the full;

4. to the risks to children from present-day traffic conditions;

It is recommended:

1. that the construction of buildings and surroundings for pre-school establishments be supervised by a team consisting of architects, town planners, landscape artists, teachers, and representatives of parents' associations;

2. that the child's need for play-space and security be specifically taken into consideration by the authorities whenever new towns, districts or appartment buildings are designed and built, and that play areas be reserved for the children;

3. that the pre-school establishments give the pupils training in self-protection against the dangers of road traffic in a manner suited to the age of each child.

Recommendation A4

Having regard to the present-day situation and the mobility of working people in Europe;

Having regard to the need for children to be assimilated as rapidly as possible by the society in which they will have to live and, more particularly, to acquire a language of communication;

Whereas it is recognised that each child, irrespective of the country in which his parents work, is entitled to the same opportunities for success at school and at work as all other children;

It is recommended:

that member States:

1. urge migrant parents to send their children to a pre-school establishment as early as possible,

2. take measures to encourage migrants to learn the language of the host country.

Recommendation B1

Whereas,

1. the role of the family and that of the school are not strictly identical;

2. the action of the family and that of the school must be complementary;

3. the school must not be considered a substitute for the family;

And whereas,

1. the education given to the child must form a coherent whole;

2. present-day economic and social conditions do not always leave parents sufficient time to look after their children properly;

It is recommended:

1. that the principle of the necessary relationship between school and family be applied in different ways and under different conditions according to local circumstances, and that appropriate measures be taken to organise the necessary co-operation between parents and teachers;

2. that pre-school establishments be given facilities to allow children to remain in them outside school hours, long enough to give parents the assurance that their children are safe when they themselves have sound reasons for being unable to look after them at home.

Recommendation B2

Having regard,

1. to the need to give the child proper education while he is still in the home environment;

2. to the need to establish co-operation between parents and teachers;

3. to the need to impart to parents a minimum of knowledge of the psychological development and needs of children and of the elementary rules of education;

It is recommended:

1. that an elementary training programme for parents be introduced during the compulsory schooling period;

2. that modern communication media (press, radio, TV, etc.) be used to disseminate such information in a satisfactory manner, so as to add to the parents' knowledge in this field;

3. that parents be informed, by teachers and others, of the structure, objectives and methods of pre-school education;

4. that in the event of particularly acute conflicts between the school and the family, a team of specialists be called upon to overcome the difficulties as quickly and effectively as possible so that the children do not have to suffer the consequences.

Recommendation C1

Having regard,

1. to the importance of pre-school education in the child's later life;

2. to the number, variety and complexity of problems that arise in connection with the training of a young child, both psychologically and pedagogically;

3. to the need for the teacher and the child to remain in close contact with the world in which they live for the purpose of seizing educational opportunities and discovering applications for the knowledge acquired;

4. to the need for the child to be in contact with psychologically stable, balanced adults;

It is recommended:

1. that pre-school teachers receive their training and specialisation at post-secondary level after having made a clear-cut choice;

2. that only candidates of sufficient maturity and psychological stability be selected for such training;

3. that the standard of education be the same as that demanded for primary school teachers;

4. that pre-school teachers be given the same professional status and pay as primary school teachers;

5. that a large proportion of their training be given over to the problems of the child's development in all its forms from birth to elementary school age, while not overlooking the other ages;

6. that teachers be given sufficient general training to enable them to understand fully their role in relation to the child and to society and to adapt themselves readily to the inevitable changes inherent in social evolution.

Recommendation C2

Having regard to the need (see Recommendations B1 and B2) to establish close contact between the home environment and the pre-school establishment and to enable the latter to play its part effectively in relation both to the children and to the parents;

It is recommended:

1. that specific opportunities found in training courses for future teachers to be made aware of the importance of the contribution of parents to the education of young children;

2. that future teachers be rendered capable of contributing to the training of parents (see Recommendation B2, para. 3 above);

3. that future teachers be informed of the existence of social welfare services and of the way they operate, so as to offer the parents help when needed (see Recommendation E1);

4. that future teachers be initiated in the techniques of group discussion and leadership and the problems of group dynamics in order to improve their relations with parents.

Recommendation C3

Having regard to the need to establish a liaison between pre-school education and primary school education;

It is recommended:

that during their training period, future primary school teachers receive part of their training in pre-school establishments and vice versa.

Recommendation C4

Having regard:

1. to the present disintegration of family structures;

2. to the absence, often prolonged, of the father from the home;

It is recommended:

that male teachers should not automatically be excluded from pre-school establishments.

Recommendation C5

Having regard:

1. to the variety of staff required for the proper running of pre-school establishments;

2. to the need to set up coherent, efficient teams of teachers;

It is recommended:

that the Council of Europe organise a symposium on matters of concern to all staff of pre-school establishments; their initial and in-service training, their recruitment and working conditions.

Recommendation D1

Having regard:

1. to the importance of preparing the pre-school child for the elementary school;

2. to the danger of early maladjustment to subsequent success at school;

3. to the psychological shocks that may be caused by a sudden change of environment, of teachers or of methods;

and in order to provide the vital link between pre-school education and primary education;

It is recommended:

1. that all member States ensure that children are prepared for this transition during the whole of their final year of pre-school education (by means of visits, meetings, etc.);

2. that systematic measures be taken to prepare parents for this transition by their children (changes in methods, in conditions of school life, etc.);

3. that the host environment (the primary school) for the first period of compulsory schooling be sufficiently flexible to adapt itself to the habits and needs of the children (particularly with regard to school hours and timetables);

4. that meetings between pre-school and primary teachers and inspectors be officially organised so that their mutual acquaintance may result in better comprehension and more effective co-operation;

5. that if a child shows signs of anxiety of any kind in or out of school, provision be made for special measures to be taken after talks between parents, teachers and, if need be, educational psychologists and doctors, for the purpose of early diagnosis.

6. that steps be taken to ensure that children who have been unable to attend a pre-school establishment can be introduced into a larger community than that of the family without running too great a risk.

Recommendation E

Whereas,

1. the psychology of the family environment affects the child's development;

2. the education of the child throughout the whole period between birth and the beginning of compulsory schooling can be provided in different environments (family, day-nursery, nursery school);

3. all educational action must endeavour to be coherent;

It is recommended:

1. that social assistance measures be taken to ensure that all families can live in conditions of adequate security and that assistance may be rapidly provided by the proper services in case of need;

2. that all day-nurseries be considered not only as nurseries but as places of education designed to develop all aspects of the child's personality.

Recommendation F1

Having regard:

1. to the number of magnitude of the problems discussed at the Venice Symposium;

2. to the real work done during the Symposium;

3. to the number of problems, and of aspects of problems, which could only be mentioned in passing and not studied in depth;

It is recommended:

that the present members of the Symposium be given an opportunity to meet again in the future in order to make a more thorough study of the general problems left outstanding.

Recommendation F2

Having regard:

1. to the number, variety and complexity of biological, psychological, social and pedagogical problems arising in connection with pre-school education;

2. to the need for teachers to be constantly provided with up-to-date information and to be informed of the latest results of scientific research;

3. to the need for pre-school education to be based on scientifically established findings and thereby to be constantly improved;

It is recommended:

1. that action-research be organised in all countries;

2. that research be carried out in depth into certain specific subjects (development of language, for example);

3. that all research be of a multidisciplinary nature;

4. that the findings be centralised and disseminated by a special service set up in the Council of Europe;

5. that the Council of Europe undertake to publish an account of the educational and pedagogical situation in pre-school establishments in the various countries, indicating the trends which emerge, their causes, the experiments made and the methods adopted as a result.

Recommendation F3

Having regard:

1. to the need for the present-day citizen to master a modern language other than his mother tongue;

2. to the results already obtained in certain countries through the early learning of a foreign language;

3. to the need to develop and control such action by giving it a firm scientific foundation;

It is recommended:

that the Council of Europe organise a symposium on the problem of early bilingualism.

Recommendation F4

The working groups,

Having considered the problems arising in connection with the early learning of reading, writing and mathematics at pre-school level;

2. having had insufficient time to deal fully with all problems connected with early learning;

Recommend

that a special meeting be organised to consider, in the light of present-day scientific findings, whether early training of this kind is advisable and feasible and, if so, in what conditions.

A P P E N D I X A

DETAILED PROGRAMME OF THE VENICE SYMPOSIUM

Monday 11 October 1971

9 a.m. The sitting was opened by Mr. BONACINA who welcomed all taking part in the Symposium and read a telegram from the Italian Minister of Education who was unable to attend the opening of the Symposium as planned.

9.15 a.m. Mr. BEMTGEN described the work of the Council of Europe and of the Council for Cultural Co-operation.

10 a.m. Mr. MIALARET - Introductory report on the theme of the Symposium.

11 a.m. Mr. AGAZZI - Paper on "The aims of pre-school education".

12 noon Discussion in plenary sitting. Participants asked questions and clarified certain topics they considered particularly important. Mr. Mialaret explained the programme for the working groups.

3 p.m. Meeting of all participants for division into three groups - Bilingual group under the chairmanship of Mr. Lub; - English-speaking group under the chairmanship of Miss McDougall; - French-speaking group under the chairmanship of Mrs. Delaunay.

After participants had made their choice, the size of the groups was as follows:

Bilingual group:	13
English-speaking group:	17
French-speaking group:	13

3 p.m. and 5.15 p.m. Meetings of groups.

9 p.m. Meetings of heads of groups and rapporteurs with the organisers of the Symposium to take stock of the day's activities.

Appendix A

Tuesday 12 October 1971

9.30 a.m.	Miss Waddington - lecture on "Methods used in early childhood education".
10.30 a.m.	Discussion of Miss Waddington's lecture. The main contributions to the discussion related to the distinction between play and work. Was it necessary in the nursery school to prepare the child for work as he would know it in adulthood or should work be regarded as a liberating factor and a source of personal satisfaction? In view of the importance of the question the working groups were asked to discuss it.
11.30 a.m.	Group meetings.
3 p.m. and 5 p.m.	Group meetings.
6 p.m.	English films: - Before School - The Education Programme - Primary Education in England.
9 p.m.	Italian film: "A Day's Education in the Nursery School".

Wednesday 13 October 1971

9.30 a.m.	Mr. M. Laeng "Relations between home and school" Discussion.
11 a.m.	Group meetings.
3 p.m.	Group meetings.
5.30 p.m.	Group meetings.
6 p.m.	Films: - Play School - Scuola dell'Alba

A P P E N D I X B

INTRODUCTORY PAPER

by

Mr. Gaston Mialaret,
Professor, University of Quebec,
World President of the OMEP

The preparation of an introductory report is always a delicate matter; if it anticipates too directly the later proceedings of the meeting, it is likely to steal the thunder of the lecturers, which is not a very nice thing to do; if it remains too general, it loses all relevance. If the speaker gives precise instructions as to working procedures, he is likely to be accused of being over-officious; if on the contrary he leaves the participants a completely free hand, it may be wondered what purpose he serves. As I became aware of all these hazards, my anxiety grew, for the three eminent personalities who are to address us - Professor Agazzi, Miss Waddington and Professor Laeng - will each deal with a fundamental aspect of our subject: the aims of pre-school education, the methods it employs, and its relations with the home.

I have therefore consulted a certain amount of material in the field, both articles, lectures and official texts; I immersed myself in great tomes of statistics; above all, I called upon my personal experience at international level and, putting into practice the principles I teach at university, I attempted to work out my own ideas on the subject in order to present the few following remarks.

A UNIVERSAL NEED

Being the country of Maria Montessori, I do not need to remind you that the twentieth century already is, and will become more and more, the century of the child, of recognition of his rights, of his "speculative promotion" ("promotion spéculative" - Jean Bourjade). While young children, in varying places and points in time, have already been the subject of attention to a greater or lesser degree, it can be asserted without hesitation that nowadays and in all countries pre-school education has become a subject of concern both for educators and all those associated with them - psychologists, paediatricians, sociologists, social workers - and for parents, administrators and politicians.

This concern has arisen not only under the influence of the problems raised by new technical, economic and political situations, but as a result of the efforts of major international organisations such as the League of Nations, the UNO, UNESCO, the Council of Europe (the holding of this seminar is a living witness thereto) and, more modestly, by all the non-governmental organisations, among which I should like to mention the World Organisation for Early Childhood Education, whose very recent congress in Bonn brought together more than 1,500 participants from over fifty different countries.

As early as 1923 we find the Geneva Declaration stating in its Article 1 that the child must be enabled to develop normally in mind and body.

But it will be noted that in both the 1923 and the 1948 Geneva Declarations the terms are fairly loose; people were still content with general statements. Not until the 1950 United Nations text and, in particular, the 1959 Declaration of the Rights of the Child, do we find clear and explicit international affirmation of the need for education starting at birth:

Principle 6

"The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable."

Principle 7

"The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

> The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents. The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right."

In 1961 the International Bureau of Education in Geneva devoted one of its sessions to pre-school education; and it is in its Recommendation No. 53 that we find the most forceful impression of the entire range of problems connected with pre-school education.

We are not therefore dealing with a passing fashion of an interest kindled by some momentary flash of feeling. Interest in everything connected with pre-school education goes deep and the needs being voiced at the present time are very real ones.

It should also be added that the stress laid by certain schools of psychology, in particular the exponents of psycho-analysis, on the decisive importance of the early years in subsequent psychological development did a great deal to change the attitudes of adults towards very young children. We are now fully aware (thanks to the work of Spitz, Bowlby, Roudinesco) that ensuring that a young child enjoys excellent conditions regarding health and food is not enough to provide him with the necessary conditions for harmonious psychological development. Right from birth, a child reacts first of all emotionally and then socially and physically; his earliest experiences are likely to leave profound traces in his psychological make-up. Recognition of the part played by these early years was a decisive factor in highlighting the importance of pre-school education starting at birth.

Compared with this vast movement of ideas, what does a look at the facts teach us? Does the situation of early childhood education correspond to what we should like it to be? Have all the admirable declarations intent been followed up by practical achievements?

o

o o

SOME FACTS ON THE PRESENT SITUATION OF PRE-SCHOOL EDUCATION

It would be very time-consuming to paint a full and detailed picture. We shall try to offer certain basic descriptive elements grouped around a few general ideas, and each participant may, during the week, add the further elements which appear indispensable to the accuracy of the overall picture.

We wish first of all to insist on the necessary and inevitable relativity of the judgments we have to make and on the absolute necessity of forming a correct idea of the scope of the phenomena under consideration.

According to the statistics published by UNESCO, there were in 1968 some 487 million children aged four or less (487,015,000) in the world, Europe having a large share of the total with more than 61 million. These numbers are of no significance unless the annual rates of population growth are known. At the present time, the average rate of growth of the world population is 2%, but for the under-fours in particular, it is between 2.1% and 2.2%. This is the general context in which we must place the European situation in order to make a fair judgment, and the following table will help us to do so:

Average percentage growth of the school population between 1960 and 1968

	TOTAL 0 to 24 years	0 to 4 years ONLY
Whole world	2.02	2.17
Africa	2.59	2.70
North America	1.21	- 1.66
Latin America	2.87	2.70
Asia	2.32	2.87
Europe and USSR	0.86	- 0.61
Oceania	2.03	0.81
Arab States	3.09	3.27

It may be seen, therefore, that the number of children of pre-school age (taken here as being from 0 to 4 years) is tending to fall in Europe and North America, whereas the Arab States, for example, are going to have to face serious problems in this field.

Table 1. Population by age groups, in 1960 and 1965-68 (in thousands)

Main areas \ Age-Groups		Total	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24
Whole world	1960	2.981.621	429.002	368.418	317.578	269.301	252.248
	1965	3.289.002	456.944	407.593	363.347	313.399	264.106
	1966	3.355.108	466.631	412.788	370.691	321.851	272.213
	1967	3.422.741	476.651	418.143	378.195	330.580	280.601
	1968	3.491.938	487.015	423.662	385.870	339.590	289.281
Africa	1960	269.577	47.259	37.381	31.817	27.510	23.786
	1965	303.148	53.726	42.256	35.901	30.931	26.600
	1966	310.998	55.177	43.456	36.828	31.702	27.240
	1967	319.051	56.667	44.690	37.779	32.494	27.896
	1968	327.312	58.197	45.958	38.755	33.306	28.569
North America	1960	198.675	22.611	20.861	18.661	14.856	12.346
	1965	214.329	22.706	22.786	21.006	18.826	15.060
	1966	216.915	22.328	22.805	21.384	19.272	15.789
	1967	219.531	21.956	22.824	21.768	19.729	16.554
	1968	222.179	21.590	22.843	22.159	20.196	17.357
Latin America	1960	213.422	35.692	29.703	24.907	20.946	17.933
	1965	245.884	40.644	34.492	29.372	24.528	20.587
	1966	252.941	41.741	35.420	30.277	25.382	21.258
	1967	260.200	42.867	36.373	31.210	26.265	21.950
	1968	267.668	44.024	37.351	32.172	27.178	22.665
Asia	1960	1.645.390	259.352	219.646	186.811	160.845	143.768
	1965	1.832.923	275.529	244.181	216.078	183.705	156.735
	1966	1.875.377	283.434	247.239	220.675	189.061	160.992
	1967	1.918.864	291.582	250.395	225.371	194.597	165.367
	1968	1.963.407	299.981	253.653	230.169	200.321	169.861
Europe & USSR	1960	638.801	62.176	59.122	53.805	43.880	53.385
	1965	675.198	62.269	61.951	59.242	53.797	43.816
	1966	681.002	61.865	61.906	59.736	54.789	45.563
	1967	686.857	61.477	61.863	60.233	55.816	47.398
	1968	692.764	61.104	61.823	60.736	56.876	49.324
Oceania	1960	15.756	1.912	1.705	1.577	1.264	1.090
	1965	17.520	2.070	1.927	1.748	1.612	1.308
	1966	17.875	2.086	1.962	1.791	1.645	1.371
	1967	18.238	2.102	1.998	1.834	1.679	1.436
	1968	18.608	2.119	2.034	1.879	1.713	1.505
'Arab States'	1960	(93.566)	(16.466)	(13.216)	(11.219)	(9.572)	(8.171)
	1965	(107.845)	(19.402)	(15.321)	(12.879)	(10.943)	(9.357)
	1966	(110.350)	(20.036)	(15.838)	(13.287)	(11.275)	(9.543)
	1967	(113.758)	(20.689)	(16.374)	(13.707)	(11.616)	(9.837)
	1968	(117.271)	(21.365)	(16.929)	(14.140)	(11.967)	(10.142)

Table 2. Pre-primary teaching staff (State and private) in 1961 and 1965-68 (in thousands)

Main areas		Total	% increase	Distribution				Private Educ. (% of overall total)
				State Educ.	inc. %	Private Educ.	inc. %	
World (1)	1961	24.671	.	11.847	.	12.824	.	52,0
	1965	30.256	5,2	15.875	7,8	14.381	2,9	47,5
	1966	32.034	5,9	16.899	6,5	15.135	5,2	47,2
	1967	34.004	6,1	17.811	5,4	16.193	7,0	47,6
	1968	35.780	5,2	18.589	4,4	17.191	6,2	48,0
Africa	1961	129	.	32	.	97	.	75,2
	1965	147	3,3	32	.	115	4,4	78,2
	1966	162	10,2	40	25,0	122	6,1	75,3
	1967	171	5,6	42	5,0	129	5,7	75,4
	1968	180	5,3	47	11,9	133	3,1	73,9
North America	1961	2.452	.	2.069	.	383	.	15,7
	1965	2.974	4,9	2.465	4,5	509	7,3	17,1
	1966	3.098	4,2	2.546	3,3	552	8,4	17,8
	1967	3.270	5,6	2.688	5,6	582	5,4	17,8
	1968	3.413	4,4	2.809	4,5	604	3,8	17,7
Latin America	1961	996	.	685	.	311	.	31,2
	1965	1.284	6,6	914	7,5	370	4,4	28,8
	1966	1.368	9,6	980	7,2	388	4,9	28,4
	1967	1.429	4,5	1.018	3,9	411	5,9	28,8
	1968	1.613	12,9	1.122	10,2	491	19,5	30,4
Asia (1)	1961	10149	.	658	.	9.491	.	93,5
	1965	11.184	2,5	871	7,3	10.313	2,1	92,2
	1966	11.816	5,7	940	7,9	10.876	5,5	92,0
	1967	12.773	8,1	1.018	8,3	11.755	8,1	92,0
	1968	13.700	7,3	1.074	5,5	12.626	7,4	92,2
Europe & USSR	1961	10884	.	8.403	.	2.481	.	22,8
	1965	14.584	7,6	11.593	8,4	2.991	4,8	20,5
	1966	15.502	6,3	12.393	6,9	3.109	3,9	20,1
	1967	16.268	4,9	13.045	5,3	3.223	3,7	19,8
	1968	16.773	3,1	13.536	3,8	3.237	0,4	19,3
Oceania	1961	61	.	.	.	61	.	100,0
	1965	83	8,0	0,3	.	83	8,0	99,6
	1966	88	6,0	0,2	.	88	6,0	99,8
	1967	93	5,7	0,4	.	93	5,7	99,6
	1968	101	8,6	0,5	.	100	7,5	99,5
(Arab States)	1961	(183)	.	(31)	.	(152)	.	83,1
	1965	(187)	0,6	(20)	-10,4	(166)	2,2	89,3
	1966	(206)	10,2	(22)	10,0	(184)	10,8	89,3
	1967	(219)	6,3	(22)	-	(197)	7,1	90,0
	1968	(230)	5,0	(22)	-	(208)	5,6	90,4

(1) Excluding continental China, the Democratic People's Republic of Korea and the Democratic Republic of Viet-Nam.

It will now be useful to examine the situation of these 61 million European children with regard to pre-school teaching establishments. In this respect, statistics must be used with great caution, for several reasons: enrolment statistics are frequently only approximations, and the ages of school beginners vary fairly widely. With these reservations in mind, we can reflect on the tables on pages 5 and 6.

If we compare the total population figures with those for the the 3 to 4 age group alone (which may be assumed to represent one quarter of the total population), we reach the following results:

no in millions

In thousands	Population from 0-4 years	Estimated number of 3-4 year olds	Numbers enrolled	
			3-6 years approx.	3-4 years (estimated)
Whole world	487,015	121,754	35,780	10,000
Africa	58,197	14,549	180	50
North America	21,590	5,397	3,413	1,000
Latin America	44,024	11,006	1,613	500
Asia	299,981	74,995	13,700	4,000
Europe and USSR	61,104	15,276	16,773	5,000
Oceania	2,119	529	101	30
Arab States	21,365	5,341	230	70

Even a cursory study of these figures immediately shows what a mighty effort still has to be made if we hope to introduce, progressively, a systematic and properly organised system of pre-school education.

We must, however, subject these statistics to closer scrutiny, because the countries grouped under the heading "Europe and USSR", do not form, as the mathematicians would say, a homogeneous set. All European countries have not reached the same standard of pre-primary education, and a mere comparison between the number of children and the number of nursery school teachers is most revealing.

It is therefore difficult for us to give a categoric answer to such a question as: is pre-school education sufficiently highly developed in Europe? If no account were taken of the world situation, the answer would be no. If the situation in other countries is taken into account, the answer would be yes. But even this answer is too general and needs to be qualified, since European countries have not all reached the same level of achievement. These few remarks give some insight into both the variety of situations and the complexity of the problems raised by pre-school education.

And even then, do we all attach the same meaning to the expression "pre-school education"? It is worth while looking briefly at how the concept has evolved, so that each country may realise where it stands in relation to the general situation.

o

o o

SOME CHANGES OF OUTLOOK

Schools for the very young were first created to meet social needs. The nursery school, the crèche, the casa dei bambini, the Kindergarten were all provided to look after children left on their own as a result of the increasing demands for female labour made by an expanding industry. These places for "looking after" children very quickly became educational establishments, a change which may be readily observed in almost all European countries.

But this initial social aspect has never completely disappeared, even although it changed to satisfy new needs. Recently the USSR, in its report on educational trends in 1968-70, pointed out that, while providing harmonious education and sound preparation for school, the increasingly extensive network of nursery schools had enabled mothers to reconcile more easily their domestic and occupational duties (ED/BIE Confinted 33/4, p.8).

In a more specific way, pre-school education plays a fundamental social role, in that it enables contact to be made with the parents of all young children. Certain countries regard the development of pre-school education as a means of influencing the population and developing the basic principles of hygiene, nutrition and family life. The very young child is a much more effective link between school and family than the child of compulsory school age.

It is obvious that in rapidly evolving societies family structures will be somewhat disrupted: the distance between work and home, working hours which no longer correspond to natural cycles, members of one family having to work in places far away from each other - all this means that the young child is deprived of stable surroundings and lacks complete psychological security. Pre-school education prevents him from being tossed about in all directions and provides him with the stability necessary to his development.

Pre-school education also plays a social role by waging a campaign against social inequalities. I am convinced that both lectures and study groups will bring out the importance of pre-school education in minimising the effects of the linguistic inadequacies of children from economically and psychologically poor backgrounds and in giving all children an equal chance of later success in school and at work.

I should also like to draw attention, as the Italian delegation so rightly did at the Sixth Conference of European Ministers of Education in 1969, to the important part which early childhood education ought to play in looking after migrant workers' children. The present European situation is going to enable exchanges of manpower to be developed to an ever greater degree. The transplanted families and their youngest children will have to adjust themselves to new living conditions. "The child's parents often failed to meet some basic requirements, since they often tended to speak a rather poor language (usually a dialect) which was incapable of expressing the new cultural reality. Moreover, the child was generally fitted into an educational environment obviously complying with the cultural requirements of the host country. Thus, the process of adaptation and cultural formation was seriously impeded in that very school where education was expected to help overcome difficulties due to the period of adjustment to new living conditions." (CME/VI (69) 10 page 84).

Pre-school education may now be seen in context where social, economic, technical and political factors change very swiftly. In addition, the development of all rapid means of communication and information induces us to reconsider the aims and functions of pre-school education. Considered as a part of the system of permanent education which is progressively being built up, pre-school education (just as any other type) must be constantly reviewing its aims and functions. Without wishing to anticipate the following lecture, we should like to make a few remarks here.

AIMS AND FUNCTIONS OF PRE-SCHOOL EDUCATION

A thorough examination of these questions would require much more time, and in any case part of our week's study will be devoted to them. Without following the fashion of the day in other fields and devoting detailed attention to the "taxonomy" of teaching objectives, I would emphasise that such studies can only be undertaken in the light of the most recent and thorough research in psychology, biology, and sociology. Since the creation of the first establishments offering pre-school education, our knowledge of psychology has considerably increased and the same is true of biology. Thanks to our more exact and more precise picture of the stages in a child's development, our more profound and refined knowledge of the action of the different factors which affect this development, we may reach a more realistic and effective definition of the aims and functions of pre-school education.

Such education may be described as performing a three-fold function: an educational role, a compensatory and therapeutic role and finally, a diagnostic role.

The educational role affects the child in the first place, there is no doubt of that, but also the parents and the environment as a whole. The study groups will be developing these different aspects, which we do not intend to dwell upon here. The role of education during early childhood is fairly characteristic; it is primarily a question of grouping, co-ordinating and integrating all the knowledge acquired by the child in his early years. This action may readily be considered from the individual angle initially, but also from the social angle: the encounter with similar or contrasting experiences will provide children with the opportunity for fruitful reflection and enrichment. The education of the child will also consist of widening his range of contacts with the outside world and improving his capacities to receive information and communicate, especially by developing his perceptive and motor skills and his command of language. This intellectual and logical training will never be divorced from its affective and social aspects, and teachers will pay every attention to the development of the child's creativity.

In this way the nursery school will exploit all the child's possibilities and prepare him under the best possible conditions for elementary school, which may now be regarded as the second stage of the school career. A study group will deal with the problem of liaison between these two levels and with the methods and procedures enabling transfer to be carried out as smoothly as possible.

The compensatory and therapeutic role of pre-school education has only been recognised in the last few decades, but much research work has provided abundant proof of the higher standards achieved by pupils who have received compensatory teaching, especially in language. All the latest national reports and scientific findings highlight the differences in development between children living in different economic and cultural conditions. Given an equal intellectual potential, two children brought up in families of different psychological level do not have equal chances of academic success. It is this very injustice that the school has tried to combat for several years and it is this genuinely democratic task which pre-school education must assume. All establishments caring for very young children should set themselves the aim of giving all pupils an equal chance of success at the start of elementary school.

Attention should moreover not be limited merely to linguistic handicaps, however important these may be. There are other shortcomings affecting perception and motor control which, without reaching pathological proportions, nevertheless constitute obstacles to later adjustment. It is with this in mind that the nursery school teacher should keep an eye open for all deficiencies so that they may be remedied by the appropriate educational therapy. It is at this age, more than at any other, that education should meet the needs of each individual child and take him as the starting point for trying to develop in him all those capacities, if not the actual skills, likely to give him access in later life to knowledge and culture.

It is at this stage that a well-trained infant teacher can play a leading role in diagnosing the handicap which cannot be remedied by the methods, techniques and art of teaching. As well as being a place for free and spontaneous activities, the infant or nursery school also offers a shrewd adult ideal opportunities for observation. It is by his conduct during his games, his contacts with the exterior and with the other children round about him that a young child reveals the principal traits of his character and personality. It is at this time that a remedy may be found for certain deficiencies of more than average importance and that child may be put in the hands of a specialist able to apply the appropriate treatment.

The foregoing remarks induce us to stress the need for team work on the part of all adults in contact with the child and contributing to his education. No teacher, however highly trained, can become a specialist in all matters affecting a child nor, alone, satisfy all the needs - educational, biological, psychological, medical, social, pathological - which arise in the different spheres of the child's life. The infant teacher should therefore no longer be considered as the only person responsible for the child's complete

BEST COPY AVAILABLE

education. Teams should be formed to deal with pre-school education in order that every aspect and every factor affecting the child's development may be examined and analysed and correctly applied.

This team should obviously include, first and foremost, the parents, who should abandon their spontaneous and sometimes incoherent educational methods and make a conscious effort to back up the work undertaken at school. The infant school has therefore a double role to play: to train the parents to educate their children and to collaborate intelligently with the school. A child should not be confronted with two types of education, one at home and another in school: the consistency of the different types of education received by the child has a positive effect on the chances of success.

PRE-SCHOOL EDUCATION: SPECIFIC CHARACTER AND FIRST STAGE OF PERMANENT EDUCATION

It emerges from the foregoing considerations that pre-school education has its own unity, originality and specific character. It is a very special stage in the education of young children and requires its own particular premises, equipment and development possibilities. It must not however be considered in this light alone, nor should it be dissociated with the full education of the individual. Although we keenly support the idea that early childhood education has its own specific character, we equally keenly support the idea that such education is but one stage in the attempt to teach the child to become an independent, fully-developed and balanced individual. Seen in this light, the education imparted during the period between birth and entry into primary school is the first link of a long chain which will be forged over the years, first at primary, then at lower and upper secondary school. A coherent approach to education should be aimed at, one which transcends the diversity of situations and processes, so that the child will not suffer from a succession of contrasting and conflicting methods of teachers.

The problem of relations between the nursery or infant school and the elementary school and the transfer from one to the other are therefore important points to consider if one wishes to avoid clumsily destroying the fragile edifice built up over the early years. This is no minor issue, but one with many variable elements. The discussion groups will be studying the problem, but I would like here to mention the different factors which should all contribute to ensure maximum success in making the transition.

The infant or nursery teacher and the child himself must first of all prepare themselves for the transfer: the teacher, rather like a mother, must accept the necessity of this separation and prepare the child to view his new school in a favourable light. On receiving the child, the primary school should not consider itself to be the sole source of education and ignore everything that has gone before: the teachers at the two levels should collaborate and ensure the continuity of both the methods and content of their teaching. The parents also have their part to play in the psychological preparation of children for transfer and during the period of adjustment, so that some slight, easily-solved difficulty may not develop like some fixation abscess and lead to a typical case of maladjustment.

The transfer procedures between nursery and primary school are numerous and the study group may try to classify and describe them and also examine both their advantages and drawbacks. As an initial approach to the question, three main cases may be considered: complete separation (the primary and nursery schools know nothing about each other); complete integration (nursery school is a built-in part of the primary school, as is the case with infant classes in France); a transfer system exists either for all children, or for certain categories of children (first year of primary education taught at the nursery school, "classes d'attente"). While there is no single solution to this complex problem, it is important to try in every case to find the solution that will enable the child's psychological development to take place in the best possible conditions.

CONCLUSION

A great many problems have not yet been dealt with and this introductory talk has merely attempted to broach a few subjects and provide certain guidelines for reflection and discussion. Highly topical questions such as the teaching of a foreign modern language or the teaching of new mathematics have been intentionally ignored. We have contented ourselves with sketching the broad general outline on which to base our work here. But in so doing I have followed the advice of the philosopher Gaston Berger, who said that in order to act one had to accept imperfection. I have acted and would ask you to treat the imperfections of my remarks with indulgence.

A P P E N D I X C

REPORT OF THE ENGLISH SPEAKING WORKING GROUP

At the first symposium on pre-school education held in Venice in October 1971, the above group defined "pre-school" education as the period of time in a child's life before the start of compulsory schooling and agreed that all experiences in a child's life have educational implications.

Institutions and curricular autonomy of pre-school education

(i) Accepting that in terms of enrichment of a child's life educational and social services are one, it was agreed that institutions for pre-school children which are maintained by the State should be ideally the responsibility of one government department which would incorporate both educational and social services.

Where separate departments exist the co-ordination of services might be effected by the creation of a joint committee.

(ii) Where institutions exist, other than those provided by the State, there should be a measure of supervision to ensure comparable standards of buildings, staffing, qualifications of staff and quality of educational content in the programme provided.

(iii) It was agreed that there should be continuity of educational thought and practice throughout the pre-school and primary years.

Characteristic features of pre-school education are:

(i) A regard for the child as part of a family and therefore recognition of the total family unit;

(ii) A respect for the individual personality of the child and an awareness that all aspects of development are important;

(iii) A regard for the complementary natures of home and school;

(iv) A regard for the varying needs of children and their families in today's complex society. A recognition that varying needs must be met by diversity of provision which creates an appropriate educational environment for children at their individual stages of development.

Formation of the child's character

(i) There is an increasing awareness of the importance of environmental stimulation and the child's personal experience in the formation of character. The factors of heredity and biological maturation must also be taken into account.

(ii) Within the recognised stages in the development of the child of pre-school age certain factors seem to have particular significance:

- the young child's need for a secure and stable relationship within the nuclear family at a very early stage;
- the importance of creating opportunities for a child to make a relationship with an adult of his choice as he begins to form relationships with adults and other children beyond the family;
- the importance of language development in the early years of a child's life and the role of the adult in this context;
- the introduction of a second language should not interfere with a child's developing fluency in his mother tongue.

Modes of influence of education and the family at this level:

(i) Within the courses for the education of teachers, opportunities should be made to help students to appreciate the contribution which parents make in the education of young children.

(ii) Students should be helped to see the teacher's role as one which involves work with adults as well as children.

(iii) Parents should be helped to understand the educational system, the ethics of the school and its methodology.

In some countries school councils have been formed consisting of elected representatives of parents, teachers, other adults working in the school, and children. Their ways of working and their particular contribution to the school are still in the experimental stage.

(iv) Dissemination of information about the needs of young children to those responsible for planning urban development is essential.

./.

Education and assistance as part of a social security system

(i) Social security should enable a family to exist without stress. In times of difficulty support should be available and easily accessible.

(ii) Teachers should be aware of the social services which are available and should be able to advise parents about them.

Specific methods for an education relationship with children

From the earliest stages of their development children respond when an adult talks to them and plays with them and appreciates their efforts to communicate.

(i) It is essential that there is a secure relationship between the adults and children who work together which permits, accepts and supports experiment, discovery, failure and success. Within this framework, children will be encouraged to communicate their thoughts and feelings to adults and other children. This may take place in a variety of ways: dramatic, graphic, three-dimensional or by the spoken or written word. As the development of skills increase the communicative powers may be refined resulting in more complex ways of expression.

(ii) The attitudes, insight and sensitivity of the adults, the organisation of the day, the provision of appropriate and carefully selected materials by the qualified teacher will encourage the exchange of ideas through discussion and result in a growing independence and initiative of the children.

(iii) The importance of play as a means of learning must always be emphasised. Play is the main spring of life for the young. In play they discover the reality of the world around them, they test themselves, their peers and adults, and the material world. In accepting the discipline of the material world they learn the limitation and the behaviour of matter. The teacher with them must be able to observe children's play, and having done so must provide both individual and group stimuli which leads on to further experiment, enquiry, contemplation, and consolidation of what has been learnt. Children will therefore be led to select, reject, order and refine their thoughts.

(iv) After much discussion and lack of agreement on the terms "play" and "work", two ways of describing children's activities were formulated.

The foregoing text was accepted by the majority.

The following text was accepted by the minority.

Play is not the only way in which children express and realise themselves and come to terms with the material and social reality.

Work helps children to get initiated to the technological aspects of modern civilisation and to social responsibility, not only in adaptive but also in creative forms of behaviour.

Teaching methods for young children should:

(i) accept the contribution which the child gives at all times;

(ii) extend children's thinking by concrete discovery, by discussion and by problem solving;

(iii) recognise the need for supplying new and challenging experiences at appropriate times;

(iv) enable the provision of an ordered environment so that it becomes a force for positive learning and the means of acquiring satisfaction;

(v) discourage competition and in its place build up the expectation of individual personal development;

(vi) provide opportunities for creative work; both individually and in small groups;

(vii) recognise the need for physical health and provide opportunities for physical movement.

(viii) recognise that in their emotional development children experience a range of feelings which include anger and conflict as well as satisfaction and joy. An acceptance on the part of the teacher that, in social interaction at certain points of time, children may come into conflict with themselves, with their peers or with adults should enable the teacher to use the situations positively.

(ix) Finally, they should recognise that times of stimulation and times of tranquillity are equally important and that happiness should be an ingredient of learning, and the right of children and adults working together.

Encouragement for children's activities

Living is an educational process. A satisfying life is integrated, it follows that a programme for children should recognise this unity. Life is living in a community. All people have responsibilities towards, and for, others. Opportunities should be made for children to accept responsibility for their own actions and work, and to accept positively the limitations of living co-operatively in a community.

Preparation for attendance at primary school

If pre-school education which has continuity with primary education has been provided, parents and children will already have knowledge of the second stage.

Visits of children to the second school with their parents and teachers should be arranged frequently before the child is officially enrolled. In this way any difficulties can be anticipated.

Hours of attendance should be flexible, for part of a day only at first. If children show signs of strain either during school hours or after school hours their attendance should be modified after discussion between head teacher and parents.

Where children have not attended a pre-school institution ways of introducing them to a larger community than the home must be considered.

Relations between school and family

In the organisation of pre-school education it would be unrealistic not to consider the child in his social setting where he has confronted a variety of influences and demands from an early age.

Although difficulties may arise from conflicting values of home and school, when parents are involved in school matters the long term benefits for the home/school community and, in particular, for the child are so important that ways of accepting and resolving differences should be explored.

Education of pre-school teachers

The demands made of the teachers of young children are great. They need to possess particular aptitudes and to have the knowledge to satisfy and stimulate the wide range of young children's interests.

In their education a high priority should be given to studying patterns of child development from birth to the start of primary education. Within their professional studies students should be made aware of ideas and attitudes in a dynamic society and should be aware of the changing patterns in schools and of the consequent changes in the teacher's role.

RECOMMENDATIONS OF THE ENGLISH GROUP

1. Introduction

1.1 This paper incorporates the thinking of 16 representatives from 14 countries who have met as a working group for approximately 7½ hours in the course of three days.

1.2 The exchange of information has resulted in:

(a) a growing awareness of the diversity of present pre-school provision in the countries represented. This has particular significance in relation to the starting age of compulsory education;

(b) a clarification of the different responsibilities of government departments concerned in pre-school provision;

(c) the recognition of the fact that, despite a common core of problems, the different countries also have a number of different problems of their own. The unequal growth, both in amount and quality, of pre-school education, reflects either the priority given to this provision, or the particular difficulties caused by economic or geographical conditions.

2. Recommendations

These recommendations must be considered against the background depicted above:

2.1 Since the concern about the pre-school child does not arise only from the fact that mothers have to, or must be facilitated to work, but also from the fear that home conditions are not always ideal for the child's development, it is recommended that governments should take such measures as local realities permit, to spread knowledge among parents on matters related to child up-bringing.

2.2 In order to avoid administrative confusion, duplication, incoherence, even conflict in the process of provision for the pre-school child, as well as in standards, it is considered desirable that the responsibility for pre-school establishments should be vested in one single government department.

Where such arrangement is practically impossible or difficult, or until it is effected, it is recommended that a co-ordinating body should be set up.

2.3 Where pre-school institutions, other than those provided by agencies of the State, exist or develop, it is considered necessary that legislative measures should be taken to introduce a measure of supervision in order to ensure comparable standards of buildings, staffing, qualifications of staff and quality of educational content in the programme provided.

2.4 In order to fulfill their tasks in the field of pre-school education properly, pre-school teachers need to be both personally and professionally qualified. To this effect, it is recommended that there should be provision for their training in post-secondary colleges, comparable to that provided in training colleges for primary school teachers, and that this should be fully reflected on their status and emoluments.

2.5 Accepting the fact that pre-school institutions are not simply places where care for children of working mothers is provided, but that they are providing opportunities for the full development of the child, intellectually, socially and emotionally, it is recommended that they shall be eventually made available for all children of all social classes.

2.6 On the basis of the conviction that the development of the children's communicative ability (orally or in writing) through the medium of the mother tongue should not be prematurely interfered with, it is recommended that initiation into a second language should only be done where the conditions for such development exist.

2.7 In recognition of the importance of free play to the all-round development of the child, it is recommended that town planners and architects should see to it that ample play space be provided in the new towns or town quarters, as well as in flat apartments.

2.8 In order to facilitate continuous development and improvement in pre-school provision, it is recommended that action research should be encouraged in all member States and that the data collected should be disseminated through a central co-ordinating agency.

2.9 Fully aware of the magnitude and importance of the problem that we have been asked to discuss and of the fact that many aspects of the problem have not been duly examined because of time limitations, it is strongly recommended that the members of this symposium should meet again in the near future, to look at the problems posed in greater detail.

A P P E N D I X D

REPORT OF BILINGUAL WORKING GROUP

Institutional and curricular autonomy of pre-school education

Pre-school may be conducted by the State, by a religious body or by private individuals or groups. Where they are not State-run, it is desirable that the State should have certain functions in relation to the proper conduct of pre-schools.

In many countries, responsibility for pre-school education is shared between the Ministry of Education and other Ministries such as Health or Labour. The majority of the Working Group would favour complete responsibility resting with the Ministry of Education.

In most countries there is a greater or lesser degree of separation of pre-school and primary school. This can have undesirable consequences in that smooth transition from the one to the other is sometimes upset. While not favouring complete integration of the two, the group unanimously recommends that liaison should be fostered between pre-school and primary school and in particular between the final year of pre-school and the first year of primary school. There are important links between the early development of the child and pre-school education and between the latter and primary education. These links can be strengthened by better education of parents on the developmental features of the child's nature and also by the institutional link with primary education recommended above.

Education and assistance as part of a social security system

The Group spoke about the creation of crèches which must be sufficient in number in relation to the needs of the women who require them.

It was decided to recommend that crèches should have an educational character, recognising all aspects of the educational process.

Specific methods for an education relationship with children

The discussion centred around the question of the extent to which play should be free. While it seemed that in some countries this play is almost entirely free with a minimum

of intervention, the general view was that children, even when placed in an enriched environment, do not make full use of the facilities placed at their disposal unless there is adequate direction or, as others would prefer to put it, appropriate and timely intervention on the part of the teacher.

It should be mentioned also that where some countries emphasise the freedom of play, they mean that the play is free of curricular structure rather than that the teacher does not intervene.

The Group adopted an extract from the text of a German memorandum to express its view on these matters. This text is included in the Conclusions.

Encouragement for children's activities

The matter principally considered was the development of the child's sense of responsibility and the way in which this is related to the integration of his environmental experiences and to his social integration.

The Group thought that a child absorbs the sense of responsibility from the responsibility-behaving community in which he lives. Children are not simply individuals but also members of groups and they respond to the group-situation.

On the particular problem raised at Dr. Waddington's lecture by an Italian delegate, on the distinction between play and work, the view was that the child did not make this distinction. The matter might be clarified by substituting the term "activities" for play.

In the case of this theme also, it was agreed that the extract from the German document already mentioned be put forward here also as indicative of the conclusions arrived at (See the Conclusions).

Preparation for primary school

Several delegates mentioned ways in which their countries have attempted to overcome the problems involved in the transition from pre-school to primary school. Thus the experimental open school in Norway allows movement of children between pre-primary and junior primary classes in the same school. In Belgium, schools in Antwerp have been arranged where pre-primary and primary school are adjacent.

(i) Preparation for entry to the primary school should extend over the whole of the final year of pre-school.

(ii) The group concluded also that it is necessary to prepare the child, the parents and the teacher for transition to primary school and that experimental approaches in different countries should be helpful in this regard.

Relations between school and family

Attention was concentrated on the question of the participation of parents in the running of schools.

While in Switzerland it is not altogether unusual for groups of parents to come together to set up a school with which they then continue to be involved, in the great majority of countries the State or the churches or private institutions control and administer the schools. It also seems that in these cases the educational authorities are anxious to promote the involvement of parents with the schools in which their children are being educated. In such situations, parents are not invited or permitted to participate in the management of schools and their functions, the limits of which have not yet become clearly defined in most cases, are of a supportive rather than an administrative kind.

The Group decided to recommend that it be accepted as necessary to have close relations between school and parents; the ways in which these relations might be promoted would be matters for each country to determine in its own circumstances.

School as an integrating factor

Some discussion took place on the question of the re-shaping of the child's knowledge. The Belgian delegate emphasised that the nursery school must respect what the family and the environment had already given to the child otherwise there was the risk of confusing and alienating the child. The intervention of the school was intended not to change but to enrich the child. The Chairman, in approaching the matter from a slightly different angle, agreed with this but stated that he wished to bring out, although not to stress, the differences between what is done in the family and what is done in the school.

This led on to the fact that, pre-school education not being compulsory, the parents could in the last analysis withdraw their child from a school in which he was not settling down. This in turn raised the problem of the provision of an adequate network of schools sufficient to take all children of pre-school age and at the same time to avoid overcrowding in classes. It was agreed to express this in the form of a recommendation (See Conclusions).

./.

Impact of school on parents

The group considered two principal points.

Firstly, it was agreed that all means open to the school and to the teacher to make contact with the parents and to inform them on the educational process should be availed of. These include personal interviews, both where the parents would come to the school and also where the teacher would visit the home, lectures, group discussions, etc.

On the matter of visitation of homes by teachers, it was pointed out that in some cases teachers might object to being expected to do this work and in other cases parents might be unhappy about having the teacher visit their home. It was felt that the issue could be met by saying that it should be normal practice for the teacher to maintain contact with the home.

What did seem of importance to the group, however, was that teachers, particularly the younger and less experienced ones, would often be unable successfully to arrange lectures and to control discussion groups. Accordingly, it was decided to recommend that techniques of discussion, group dynamics and other means should be taught in training centres for teachers of pre-school children.

The second main issue which was discussed was the place of men teachers in pre-school education. The principal argument in favour of this is the developmental need of children for a male figure in their environment. This is particularly the case with boys whose fathers are dead or divorced or have deserted the family or simply neglect their paternal duties. In some of these cases there may ensue in adolescent years a compensatory over-reaction against an environment dominated by women. While it is true that women in general have personal qualities which make them particularly suitable for the education of young children and while there would be some objections from men in relation to some child care aspects of pre-school, it was nonetheless felt that attention should be drawn to the matter and a recommendation was formulated accordingly (See Conclusions).

RECOMMENDATIONS

Institutions and curricular autonomy of pre-school education

The group unanimously recommends that liaison should be fostered between pre-school and primary school and in particular between the final year of pre-school and the first year of primary school. Liaison should also be promoted by ensuring that the teachers in each sector are aware of the aims and methods of work of the teachers in the other and in a general way by all means which will ensure satisfactory results.

The group also recommends that pre-school education should be the responsibility of the Minister of Education.

Formation of the child's character

The group recommends that the public including present and future parents be informed about problems in the education of young children.

Collaboration between parents and the pre-school institute attended by their children is absolutely necessary. It is necessary that the parents be acquainted with the school and that the teacher knows the family of the child. It is essential that the parents make contact with the school before the child goes into school.

A working group of specialists in the field of pre-primary education might usefully be made available to which recourse could be had when special difficulties arise in relation to a particular child, a family or an area.

(Recommendation approved only by the French-speaking delegates)

We follow with interest the work undertaken and the efforts made by organisations, services and technicians whose objective is to deal with the management of the environment: town planners, architects ... We wish that they should never overlook children of pre-school age, their needs (adequate buildings, play grounds...), their protection (zones without dangerous traffic).

./.

Education and assistance as part of a social security system

The group recommends that crèches or day nurseries should have an educational character, one which will recognise all aspects of the educational process.

Specific methods for an education relationship with children and
Encouragement for children's activities.

The objective of work in preparatory classes is the mental, moral and physical development of each individual child. Play as the natural activity of the child forms the centre of education; it is an integrating component of all learning processes. Encouragement of play teaches social behaviour.

Finally, it seems to us that life in the group enables the children to develop their sense of responsibility which in our viewpoint is very important for the future of the individual and of society as a whole.

Preparation for attendance at primary school

Preparation for entry to the primary school should extend over the whole of the final year of the pre-school.

It is necessary to prepare the child, the parents and the teacher for transition to primary school and experimental approaches in different countries should be helpful in this regard.

Relations between school and family - running of the nursery school

The group recommends that it be accepted as necessary to have close relations between school and parents; the ways in which these relations might be promoted would be matters for each country to determine in its own circumstances.

School as a factor for integrating the training given by the family

The group recommends that governments enable a sufficient number of schools to be provided in such a way as to make pre-school education available to all children in the population.

It is necessary that classes be not overcrowded.

./.

The direct and indirect educational impact of school on the parents

The group considers it useful to recommend to governments that training in the techniques of group discussion, knowledge of group dynamics and all other means which can be of help in improving relations between families and schools, be introduced into the training of teachers in pre-school establishments.

It may also be useful to have male teachers, with the same training for pre-school as female teachers, take part in the education of young children, especially cases of children whose father is absent.

Besides, the group draws up the following recommendations:

The group recommended that pre-school establishments should dispense road-safety education to young children, in order to protect them from the dangers of traffic. This education should be adapted to the age of the children.

The group recommended that the Council of Europe should prepare a publication on the educational situation of pre-school establishments in the member States, indicating new trends and their causes, experiments made and their subsequent application.

The group recommended that the Council of Europe should envisage the organisation of a symposium on all categories of personnel employed in pre-school establishments: their initial and continued training and their working conditions.

A P P E N D I X E

REPORT OF THE FRENCH-SPEAKING WORKING GROUP

I. Institutional and curricular autonomy of pre-school education

Pre-school education should be the responsibility of the Ministry of Education or, in the case of private establishments, it should be supervised and subsidised by that Ministry. Pre-school education must enjoy institutional autonomy; those responsible (teachers, inspectors, etc.) must have attained a standard of training equivalent to that of a primary school teacher, but their training must be of a specific kind and the persons concerned must consider it from the outset as a long-term commitment.

Pre-school education must be dispensed very widely, beginning at the age of three at the latest, and it should follow on directly from the child's previous education (either at home or in other institutions); the Group recommended that all countries conduct experiments at the level prior to pre-school education and compare their findings at future meetings.

II. Formation of the child's character

1. Significant factors

Character is the result of the inter-action of, and relationship between, the hereditary potential and the influences of the human environment, or the social and cultural environment. Although regularly informed of the current progress of scientific research in heredity and genetic inheritance, the Group did not know enough about the subject and recommended that all work in this field be closely followed in the future.

2. Main stages in the development of the child of pre-school age

The main stages of development are not only biological, but also concern the child's emotions, perceptive faculties, relationships, etc; each of these stages varies considerably from one individual to another; one should above all be wary of absolutes and consider the child as a unique being with his own character, his own forms of behaviour and his own identity.

3. Modes of action of education and of the family at this level

(The training of parents will be considered in Section VII)

Pre-school education should take place in a rich, varied and stimulating environment, created by teams of architects, town planners and landscape artists in co-operation with teachers and parents' associations. It is very important that the child should make his own discovery of his environment.

III. Education and assistance under a social security system

Pre-school education is not an institution for providing assistance but the response of present-day society to the needs of the child; it therefore has requirements in time and space.

IV. Specific modes of educational relationships with children

The Group began by stating that methods should not look back to figures of the past, except in so far as such people had displayed a steadfast spirit of progress, so that loyalty to that spirit was reflected in the continued surpassing of earlier efforts. Attention must be concentrated above all on getting to know the child better in order to approach his personality properly, seriously and thoroughly; specialists in various disciplines, and even doctors, it was felt, might be called upon to throw light on teachers' problems.

1. Importance of affective communication

The Group stressed the paramount importance of the emotions and of the link between emotional and intellectual development. Affective communication has a vital role to play in pre-school education, especially with children from less privileged backgrounds who cannot find the conditions for complete fulfilment at home. The affective relationship of the child to his family is, of course, different from that of the child to his teacher.

If emotional communication is to be correctly established, the teaching staff must be emotionally balanced and approachable.

It is important for the teachers of very young children to be emotionally approachable and balanced; it is, of course, difficult to reject teachers who do not possess those qualities and it is to be hoped that practical selection procedures can be found. Teacher training colleges and other training teams can be relied upon, it is hoped, to make the necessary selection, either during training or thereafter.

./.

2. Development of affective communication with age:

It would appear that the child's emotional needs up to the age of two or three must mainly be satisfied by the home. At about the age of three, new emotional needs develop, and the nursery school must try to satisfy them by gradually liberating the child and helping him to become independent.

3. Creation of situations giving the child a sense of security:

The Group was aware of the range and complexity of situations that ensure the child's security; they range from the design and size of classrooms to the number of children per class.

It is not unrealistic to recommend a maximum of 30 pupils per teacher; in fact, means should be sought to reduce this number.

4. Importance of verbal expression in communication

Language is a special case since it is a variation on the vast human theme of expression and holds a privileged position among other means of expression: gesture, music, drawing, dance, etc.

The Italian delegation stressed the importance of the variety of such forms of expression which are just so many means of communication.

Concerned more with oral expression, the Group wished to draw the attention of parents and teachers to the fact that children today find it increasingly difficult to express themselves; this is due partly to their poor vocabulary and partly to a lack of skill in handling elementary syntactical forms. The cause of the trouble lies in the lack of dialogue between the child and his family (either because of the parents' work, or because of too much television-viewing at home).

Research into pre-school language learning is very important. There is much to be said for teaching a second language in pre-school establishments in many parts of Europe, and it is to be hoped that the question of early bi-lingualism will be studied more thoroughly at future European meetings.

./.

5. Importance of play in the educational relationship:

In considering the activities offered by pre-school establishments, a distinction must be drawn between the point of view of the child, for whom all such activities are play and a source of effort, and the point of view of the teacher who distinguishes between free occupations and occupations conceived for a particular purpose. The latter type of activity is important in the formation of the child's character and his preparation for life in society.

6. Outlines of teaching methods and techniques at the pre-school age:

The Group was aware of the magnitude and complexity of this problem, which covers the whole of pre-school education, and could offer only a few fragmentary comments: importance of direct contact with objects, the frame for living, the human environment and the child's activities; the importance of further training and permanent education for the teacher.

The children must be offered rich and varied stimulations of differing degrees of intensity, taking the form of various activities, (handwork, physical and rhythmic exercises, painting, drawing, gestural activities) whereas the teacher must bear in mind that the child is to be regarded at all times as an entity.

V. Encouragement for children's activities

1. Importance of spontaneous activity for the child's development:

At pre-school stage there cannot really be said to be such a thing as spontaneous activity, since the influence of the family and the social environment has already helped to guide the child's behaviour. At the pre-school stage, spontaneous activity can be defined as activity freely chosen by the child, without encouragement from outside.

2. Activity and creation. Development of creativeness:

The role of the teacher is to transform spontaneous activity into creative activity by providing the child with the necessary techniques and materials. It is in the course of creative activity that the child liberates himself, expresses himself and affirms his authentic personality.

3. Activity and integration in the environment. Development of the child's sense of responsibility for his actions:

Moral training is a particularly interesting subject, and those responsible for drafting the themes for study are to be congratulated for drawing attention to the development of the child's sense of responsibility. The transition from spontaneous activity to creative activity provides a wide range of opportunities for moral training, since morals are not taught by precept but by everyday example arising out of the many activities the child pursues both alone and with his friends.

The Group recommended that children be initiated in the problems and dangers of road traffic by means of games and occupations suited to their age.

4. Activities and social integration:

The Group attached great importance to the problems raised by migrants to countries with a language and culture different from their own. It heard reports on the solutions adopted in various countries, such as Italy, Belgium, France and Switzerland. In the Group's opinion, migrant parents should send their children as early as possible to pre-school institutions and talk to them in the language of the host country. The whole problem of schooling is simplified if the language of the host country is learned at the pre-school stage, since children are the most effective means of a family's assimilation. In this way, equality of opportunity for migrant children is ensured.

The Group agreed definitely and unanimously that the earlier the integration of pre-school children starts, the greater are the chances of success. It recommended that member States of the Council of Europe take account of this fact when passing legislation.

VI. Preparation for attendance at primary school

1. Psychological and social preparation: bringing the child out:

Psychological and social preparation is extremely important at pre-school level, since that is when the child learns to live among his equals and among adults other than members of his family. In this way he frees himself from his egocentricity, and this is the first step towards attainment of the maturity necessary for the commencement of primary education.

The discussion centred mainly on the age of compulsory schooling (five or six) and no decision was reached, since the Group's chief wish was that opportunity for attendance be offered to all, regardless of background, and that the parents be urged to send their children to school wherever possible, at least during the last year of preparation.

2. Preparation as regards physical resistance: early morning start at school, lack of afternoon rest, etc:

3. Preparation of parents for the idea of less flexible timetables, compulsory school attendance:

Time-tables and the organisation of work should be considered in relation to the physical and psychological resistance of children and an effort should be made to adapt pre-school education to primary education and vice-versa, with the latter becoming more flexible.

4. Preparation of primary school teachers to receive children from a pre-school establishment:

Part of the training course for future primary school teachers should consist of experience in pre-school education, and close contact should be maintained between the two stages thanks to constant co-operation at varying levels: school, inspectorate, management.

VII. Relations between school and family - running of the nursery school.

1. Fundamental role of the teacher in establishing relations with the family:

The teacher's role in relations with the family is a vital one: sometimes they will be spontaneous, and at other times organised - as at meetings or parties affording opportunities for conversation and interchange. The teacher must be approachable, but must also have a thorough training of a specific social and legislative nature, and be fully acquainted with the problems of family life. If particularly difficult cases occur, the teacher should be able to solicit the help of doctors, psychologists and social workers.

2. Problems (considered positively and negatively) arising out of parents' presence in classrooms:

As a rule the school is open to all, but details of arrangements and times must be in the hands of the authorities (administrators, principals ...) without discrimination as to the family or other background of the children.

./.

3. Preparing parents for the child's entry into nursery school:

To ease the child's first contact with his school the teacher should arrange a visit for him with his mother during which she introduces him to his new surroundings. The school should never be presented as something to be feared, but as a reception centre where the public authorities invite parents of "future" pupils and present the new environment as the child's first step to social advancement.

4. Participation by parents in a school management committee:

5. Arrangements for educating the parents of kindergarten or nursery school children:

It is recommended that parents should co-operate with school authorities, but their interference in educational matters at pre-school level by representation on the management committee is less desireble; it is in any case an essential precondition for such participation that the powers and duties of each party be clearly defined.

VIII. School as an integrating factor for the education given in the home

1. General features of the education acquired by the child in the home:

In the opinion of the Group, the child is not ready for pre-school education until he has learnt to keep himself clean, to walk and to communicate with others by means of language. In other words, he must have acquired a certain degree of autonomy. Before he reaches this stage, the child requires a different kind of education.

The child receives several different kinds of training in the family environment, and it is possible, at pre-school age, to detect a handicap of any kind which may require special treatment; it is essential that contact be maintained between handicapped children and normal children, so as to avoid segregation.

2. How the school can and must use the education acquired as a basis for further progress:

It is quite clear that children of different ages should not be kept strictly separate; there should be ample opportunities for contact so that the children can benefit to the full from their interaction.

./.

3. Co-ordinating the education acquired in the home:

Using the random knowledge acquired in the home or from the environment, the teacher must try to arrange it in order and to give children practice in logical thinking by means of simple exercises, structured or natural materials, classification, observation and experiment, at the infant school.

4. Activities whereby children's knowledge is reshaped:

The teacher must be conscious of the inadequacy of the knowledge previously acquired by the child and try to broaden his experience, in particular his use of language, by any means likely to simplify and facilitate access to normal elementary education. When dealing with children from difficult backgrounds, the teacher must be both patient and adaptable, seeking to reform the child's bad habits and channel them towards normal rules of conduct and sociability.

IX. Direct and indirect impact of the school on the parents

1. Direct impact: direct means of influencing the parents:

The teacher has a vital responsibility as a source of information for families, especially those from under-privileged social groups. Such information is extremely varied, since it covers questions of nutrition, hygiene and community life. All the means mentioned are important:

- Interviews with teachers
- Discussion groups
- Film shows
- Reports on specific cases

Other means of conveying information may be discovered by the teacher: messages taken by children to the family, school journals, albums, etc.

The influence of the teacher is mainly appreciated by the parents of young children. It becomes weaker as the child's education progresses and this is regrettable.

2. Indirect impact:

The pre-school establishment must not only be educational; it must also be social in character. It must offer opportunities for attendance outside school hours so that the parents can be sure that their children are safe for as long as they they themselves are away from home (school meals, siesta, etc.). The school should not be a substitute for the family; on the contrary, children should be looked after at home as often as possible.

ANNEXE F

APPENDIX F

LISTE DES PARTICIPANTS

LIST OF PARTICIPANTS

PRESIDENT

M. F. BONCIN,
Directeur de l'Office des Centres Didactiques,
Via Guidubaldo del Monte 54,
00197 ROME.

CONSEIL DE L'EUROPE
COUNCIL OF EUROPE

M. G. BEMTGEN,
Chef de la Division de l'Enseignement Général et Technique.

Mlle. M.T. MONTICONE,
Administrateur,
Division de l'Enseignement Général et Technique.

RAPPORTEUR GENERAL

M. G. MIALARET,
Président de l'Organisation Mondiale pour l'Education Préscolaire,
101 bis rue du Ranelagh,
75 PARIS 16ème.

CONFERENCIERS
LECTURERS

Miss M. WADDINGTON, (A)
Department of Child Development,
London University Institute of Education,
18 Woburn Square,
LONDON W.C.1.

M. A. AGAZZI,
Professeur de Pédagogie à l'Université de Milan,
Via Angelini 2,
BERGAMO,
Italie.

M. M. LAENG,
Professeur de Pédagogie à l'Université de Rome,
Via Vittorio Veneto 7,
FRASCATI, (Rome).

AUTRICHE
AUSTRIA

Mr. A. RIEDER, (A)
Hochschulassistent,
Bundesministerium für Unterricht und Kunst,
Minoritenplatz 5,
1014 WIEN.

	Mrs. H. SPEIERL, Schoolpsychologist, Schulpsychologischer Dienst für Pflichtschulen beim Stadtschulrat für Wien, Burggasse 14-16, 1070 WIEN.	(F)
BELGIQUE BELGIUM	Mlle. JAUMAIN (Rapporteur), Inspectrice, La Closière, ST. SERVAIS 5020.	(F)
	Mme. SMEKENS-HERMANS, Inspectrice (Kleuteronderwijs) Lodewijk Ontropstraat 6, ANTWERPEN 2020.	(B)
CYPRE CYPRUS	Mr. A. CHRISTODOULIDES, Head of Primary Education, Ministry of Education, NICOSIA.	(A)
DANEMARK DENMARK	Mrs. A. HELMSTEDT, Educational Inspector, Ministry of Education, Frederiksholms Kanal 26, 1220 COPENHAGUE K.	(A)
	Mrs. I. LUNN, Headmistress, Odense Børnehaveseminarium, Hunderupvej 103, 5000 ODENSE.	(B)
REP. FED. D'ALLEMAGNE FED. REP. OF GERMANY	Mr. WALTER, Kultusministerium Nordrhein Westfalen, Volklingerstr. 49, 4 DUSSELDORF.	(B)
	Mr. PAUSE Pädagogische Hochschule Niedersachsen, Abteilung Luneburg, 314 LUNEBURG.	(A)
FINLANDE FINLAND	Mrs. JYLHA, Finnish National Board of Schools, (Kouluhallitus), Et. Espl. katu 16, HELSINKI.	(A)

FRANCE	Mme. DELAUNAY (Présidente), Inspectrice Générale de l'Instruction Publique, 17b rue Vital-Carles, BORDEAUX.	(F)
	Mlle. ABADIE (Rapporteur), Chargée de Mission d'Inspection Générale, 7 avenue de la Porte de Villiers, 75 PARIS 17ème.	(B)
GRECE GREECE	M. L. KOULAS, Inspecteur de l'enseignement Primaire, Ministère de l'Education Nationale, ATHENES.	(F)
SAINT SIEGE HOLY SEE	M. M. SCARPA, Ispettore Scolastico, Castello 3862, VENISE.	(F)
	M. G. CAPALDO, Direttore Didattico, Via Einaudi 15, MESTRE, (VE).	(B)
ISLANDE ICELAND	Mr. S. HELGASON, Secretary, Educational Division of the Ministry of Culture and Education, Hraunbe 178, REYKJAVIK.	(A)
	Mrs. V. SNAEVARR, Director of the School for pre-school teachers, Aragata 8, REYKJAVIK.	(B)
IRLANDE IRELAND	Miss E. NI MHEIREAMHOIN (Rapporteur), Head Organising Inspector of Primary Schools, c/o Department of Education, Marlborough Street, DUBLIN 1.	(A)
	Mr. T. O'GILIN (Rapporteur), Assistant Principal Officer, c/o Department of Education, Marlborough Street, DUBLIN 1.	(B)

ITALIE ITALY	M. F. DE BARTOLOMEIS, Directeur de l'Institut de Pédagogie, Université de Turin, Via A. Ottavio 20, TURIN.	(A)
	M. A. ZELIOLI, Inspecteur Général du Ministère de l'Instruction Publique, Direction Générale de l'Instruction Elémentaire, Viale di Trastevere 76, ROME.	(B)
	M. F. TADINI, Directeur du Centre Didactique pour l'Ecole Maternelle, Via G. Guerzoni 6, BRESCIA.	(F)
LUXEMBOURG	M. J. P. OESTREICHER, Inspecteur Principal de l'Enseignement primaire, 17 rue des Roses, LUXEMBOURG.	(F)
MALTE MALTA	Miss R. CHETCUTI, Inspector, Department of Education, 141 St. Christopher's Street, VALLETTA.	(A)
PAYS-BAS NETHERLANDS	M. G. K. LUB (Président), Directeur adjoint de l'enseignement primaire et de l'enseignement maternel, Ministère de l'Enseignement et des Sciences, Nieuwe Uitleg 1, LA HAYE.	(B)
	Mlle. M. T. RITMEESTER, Inspectrice en chef de l'enseignement maternel, Keizersgracht 757, AMSTERDAM.	(B)
NORVEGE NORWAY	Mr. T. HOLTAN-HARTWIG, c/o Ministry of Education, OSLO-DEP.	(A)
	Mrs. L. VEDELER, The National Council for Innovation in education, OSLO-DEP.	(B)

ESPAGNE
SPAIN

Mme. DEL CARMEN RAMOS ALBAREAN, (F)
Inspectora Tecnica de Educacion General Basica de Caceres,
c/o Ministère de l'Education et de la Science,
MADRID.

SUEDE
SWEDEN

Mrs. G. SCHYL-BJURMAN, (A)
Assistant Secretary,
Ministry of social welfare,
National Committee of nursery education,
P.O. Box,
10014 STOCKHOLM.

SUISSE
SWITZERLAND

Mlle. C. MOSER, (B)
Présidente de la Commission de la formation professionnelle de l' l'Association suisse des jardins d'enfants,
Marzilistrasse 38,
3005 BERNE.

Mlle. P. CALGARI, (F)
Inspectrice cantonale des jardins d'enfants,
Directrice de l'Office de l'education préscolaire,
Via San Lorenzo 7,
6900 LUGANO.

TURQUIE
TURKEY

Mme. S. OGUZKAN, (A)
Professeur à l'École Normale Supérieure Technique pour jeunes filles,
(Yuksek Kiz Teknik Egitim Okulu),
ANKARA.

ROYAUME-UNI
UNITED KINGDOM

Miss E. McDOUGALL (Président), (A)
Her Majesty Staff Inspector for Education of Young Children,
Department of Education and Science,
Curzon Street,
LONDON W.1.

Miss C. L. BOYLE (Rapporteur), (A)
Scottish Education Department,
56 Melville Street,
EDINBURGH EH3 7HF.

Miss M. D. HASH, (B)
Headmistress,
Sea Mills Infants School,
Hallen Drive,
Sea Mills,
BRISTOL BS9 2NT.

OBSERVATEURS
OBSERVERS

M. G. LO SAVIO, (F)
Chef du Service de l'Ecole Maternelle du Ministère de l'Instruction Publique,
Piazza Marconi 5,
ROME,
Italie.

Mme. M. JERVOLINO, (F)
Président de l'Oeuvre Nationale "Montessori",
Corso Vitt. Emanuele 116,
ROME,
Italie.

M. M. CATTANEO, (F)
Président du Centre Pédagogique de l'Enfance,
Via Cadorna 11,
BRESCIA.

Mr. L. van GELDER (excusé),
Fondation Européenne de la Culture
Institut voor Onderwijskunde,
Westerhaven 16,
GRONINGEN,
Pays-Bas.

M. L. BORGHI, (A)
Direttore dell'Istituto di Pedagogia,
Università degli Studi,
FIRENZE,
Italie.

Mlle. Ida SUBRAH, (A)
UNESCO,
Département de l'Enseignement Scolaire et Supérieur,
PARIS.

M. L. JACOBY, (F)
Communautés européennes,
Groupe Enseignement et Education,
BRUXELLES.

FONCTIONNAIRES DU MINISTERE DE L'INSTRUCTION PUBLIQUE ITALIEN
OFFICIALS OF THE MINISTRY OF EDUCATION OF ITALY

Mme. S. TENTORI
M. A. PAOLETTI

INTERPRETES
INTERPRETERS

M. BOURGAIN
Mme. TEMPINI

SECRETARIAT

Mlle. Y. WHITE
Mme. J. HOERTH